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ABSTRACT

This study assessed recreational facilities for European children 5 to 15 years of age, and discussed the best means of meeting needs. The first chapter reviews the educational aspects of children's play--including physical, social, and creative development--as they pertain to various age groups. The second chapter considers the types of facilities that can be used for play and recreation. These include play areas in houses and flats, outdoor playgrounds, recreational areas and buildings within and near towns and villages, and camps and family vacation facilities. In Chapter 3, examples of existing European facilities, similar to those suggested in Chapter 2 are described; excellent diagrams, maps and photographs accompany the text. Chapter 4 concludes the study with an outline of methods of selecting, training and managing recreation center staff members, including directors, auxiliary leaders, and part-time or voluntary leaders and helpers. Examples of training programs from several countries are presented in detail. (ED)

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CHILDREN'S RECREATION ACTIVITIES
FACILITIES AND ANIMATION

Council of Europe

CHILDREN'S RECREATION ACTIVITIES:

FACILITIES AND ANIMATION

A study prepared for the
Council for Cultural Co-operation
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U.S. \$6.00

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The Council for Cultural Co-operation was set up by the Committee of Ministers of the Council of Europe on 1 January 1962 to draw up proposals for the cultural policy of the Council of Europe, to co-ordinate and give effect to the overall cultural programme of the organisation and to allocate the resources of the Cultural Fund. It is assisted by three permanent committees of senior officials: for higher education and research, for general and technical education and for out-of-school education. All the member governments of the Council of Europe, together with Greece, Finland, Spain and the Holy See are represented on these bodies.¹

In educational matters, the aim of the Council for Cultural Co-operation (CCC) is to help to create conditions in which the right educational opportunities are available to young Europeans whatever their background or level of academic accomplishment, and to facilitate their adjustment to changing political and social conditions. This entails in particular a greater rationalisation of the complex educational process. Attention is paid to all influences bearing on the acquisition of knowledge, from home television to advanced research; from the organisation of youth centres to the improvement of teacher training. The countries concerned will thereby be able to benefit from the experience of their neighbours in the planning and reform of structures, curricula and methods in all branches of education.

Since 1963 the CCC has been publishing, in English and French, a series of works of general interest entitled "Education in Europe", which records the results of expert studies and intergovernmental investigations conducted within the framework of its programme. A list of these publications will be found at the end of the volume.

Some of the volumes in this series have been published in French by Armand Colin of Paris and in English by Harrap's of London.

These works are being supplemented by a series of "companion volumes" of a more specialised nature to which the present study belongs.

General Editor:

The Director of Education and of Cultural and Scientific Affairs, Council of Europe, Strasbourg (France).

The opinions expressed in these studies are not to be regarded as reflecting the policy of individual governments or of the Committee of Ministers of the Council of Europe.

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CHILDREN'S RECREATION ACTIVITIES: THE PROVISION OF
FACILITIES AND LEADERSHIP

Grown-ups benefit much more than children from the technical progress of these last decades. This progress may even be said to be detrimental to the child's development in some respects. The space available for games and other leisure time activities giving free play to the child's imagination is increasingly limited. Waste ground where a few years ago it was still possible for children to play as they fancied has bit by bit been eaten up by roads and commercial development. Children have also been shut out by mechanisation and rationalisation from workshops, where they used to be able to watch the artisan at work and gain their first social experience. These scenes of activity, which have now vanished for ever, had the important effect of prompting children to play imitative games; they also taught them to understand people. Life in overcrowded built-up areas and noisy blocks of flats and the increasing edginess of grown-ups have created adult hostility to children at play. Moreover, present-day living tends to accentuate physical lethargy, while the information media encourage mental laziness.

All this increases the importance of providing facilities for the games and recreation activities of children of school age and below. The purpose of the present study is to enquire into present-day needs and the best means of meeting them. There can be no question, however, of providing facilities for the sole use of these age groups. One solution that has proved its worth is the establishment of multipurpose recreation centres, dictated by the complexity of society by a realistic understanding of local requirements, in that the needs of different age groups overlap, and, most of all, by the fact that out-of-school education viewed as a whole is a continuous process.

In the pages that follow, attention will be concentrated on the main needs of children of school age and below (from about 5 to 13/15 years). But, as we have seen, this age group cannot be considered by itself. Consideration will be given, therefore, to the interests and needs of the following groups:

- Pre-school age (including the kindergarden) up to 7 years of age
- School age roughly from 5/7 to 14/16 years
- Teenagers and young people from 14 to 21 years
- Young adults over 21 years
- Parents and families
- Elderly and retired persons

During his hours of leisure the child of school age or under is always in some kind of relationship with persons in these various groups. These relationships, which cannot but benefit the child's development, must not be overlooked in the planning of recreation centres.

1. Educational aspects of the need for play

The remarks that follow are designed to bring to light the main educational aspects that must be taken into account in the planning and provision of facilities for games and other recreational activities.

Schools are concerned primarily (indeed wholly in many European countries) with mental development. Out-of-school education must be focussed, therefore, on educational tasks that the school can perform only insufficiently, if at all. Out-of-school education does not necessarily imply instruction. On the other hand, it must take into account the following requirements as far as possible:

a. Support, training and development of creative imagination

Before he goes to school (at 5-7 years), the child's creative powers are normally plentiful, and they should last throughout every subsequent phase of his development. They are the source of creative talent and constructive imagination.

b. Critical faculty

The critical faculty does not make its appearance until after adolescence. Nevertheless the child's experience can awaken in him a sense of values which will later be crucial for the strengthening of this faculty.

c. Social responsibility

The economic, political, cultural and moral problems of modern European society are so complex that they call for an increasingly thorough awareness of social questions which teaching alone cannot inculcate. It can be influenced, however, by a livelier type of social education. The school child's natural propensity to play is, through its laws and contrasts and the rules of the games played, of great value in such education.

1.1 Aspects of play specific to various stages of development

1.11 In general, the child of pre-school age is not affected by the contrast between school (work) and leisure, unless he is one of those unfortunates who are forced to learn to read, write, etc at a very early age. Much of the present study is concerned with kindergarten children. Those in charge of kindergartens are, happily, aware that the children in their care must not be bombarded with intellectual knowledge until their affectivity is sufficiently developed. Nowadays kindergartens methodically exploit the child's natural propensity to play. For that purpose they must have adequate facilities in urban and industrial centres.

What the small child has experienced during the imitative phase in the family environment gradually takes shape. It is at this age that the 3 main features of play - movement, creativity and co-ordination - become clearly marked. These are fundamental and must be taken into account both in the choice of toys and in the provision of recreational facilities.

Movement

All rhythmic movements are of special importance at this stage. The child takes his own measure. Courage and skill gradually become apparent on climbing frames and swings. The child's first play movements are much of a kind. He is trying out his physical abilities, of which he becomes aware only bit by bit.

Creativity

There awakens in the child a desire to create, to make things. This rarely receives the necessary attention. Yet play with colours and shapes is of capital importance. It is not the finished product that pleases the child but the process

of making it. It is this that should determine the means placed at his disposal.

Social relationships

At the kindergarten age the child feels attracted for the first time to group games. Characteristically, imitative play is now paramount, not mere movement. The child identifies himself with one of the grown-ups in his environment: he does not simply enter into relations with his playmates but shares in the problems and adopts the characteristics of his model and his environment. Such play is the "cement" of social education. For it not to degenerate into a roughhouse, the child needs a familiar environment and vigilant but unobtrusive supervision.

Imitative play is allied to "play-acting" and to games with dolls and also to story-telling. The meaning and value of the kindergarten are seen in the 3 kinds of play that have been mentioned. But the mother's role should not be forgotten, and at this stage she needs support and help in her important task.

1.12 The initial school age opens a door to the world simply by the decisive step of learning to read. The child now has access to new riches, especially if they are available outside his school obligations.

Play involving movement now takes specific forms. Strict rules are sought or invented. Being chosen by the child himself, they are his first laws for life in society. Tests of courage slowly turn into exploits, and after passing through every kind of movement they gradually approach traditional forms of sport.

So far as creativity and the making of things are concerned, the child at elementary school turns to more complex problems, often technical ones. His knowledge and incipient talents are put to use for particular purposes.

Imitative play becomes differentiated: building simple dens and constructing models are paramount. A desire to experiment often gives a new turn to this type of play.

1.13 At the later school age (9-10 years), a more clearly defined and purposeful way of playing and making things appears.

Play involving physical movement comes nearer to forms of sport. Greater interest is taken in fixed and accepted rules, in measurable performances and in more or less deliberate physical training. Fighting games are played fairly in accordance with rules all their own.

Creative play evolves in 2 directions, artistic and technical. Little by little, it loses its unpurposeful ingenuousness. A knowledge of a variety of materials and of the laws of physics becomes indispensable.

Group play enters a new phase. Groups, "gangs", "secret alliances", clubs, sports associations, etc come into being, fight each other, band together and break apart: the playing community is subject to the laws governing society.

It is in this age group that the 3 forms of play become most clearly differentiated. The sports group has not been set up for a specific purpose, as among teenagers; it is the banding together that counts. Secret alliances take on complicated external forms. This imitative play is developed in the minutest detail (contracts, constitutions, rules and so on).

The needs of children of school age and below, as outlined above, throws light on teenage play. Teenagers have already learnt how to direct their abilities, to think, to feel and to want to create something. The transition from school age to adolescence is always fraught with many difficulties. Nowadays young people start work about 2 years too soon. This state of affairs can be remedied by an appropriate use of leisure time. In its booklet "Leisure-time Facilities for

Young People from 13 to 25 Years of Age", the Council of Europe has shown what this involves. The present study is accordingly confined to the problem of continuity.

2. Facilities for play and recreation

Facilities for play and recreation form part of a community's infrastructure just as much as roads, shops and schools. They must not be left out of any future housing project or town planning scheme. Nor are a few well-known examples a sufficient model, as in the past.

Wise planning depends on an understanding of the development of the individual personality. It is necessary, therefore, to take into account the inter-relationships between the needs for play and recreation of the various age groups - relationships that are somewhat similar to the complex inter-relationships of social life.

2.1 Room for play in houses and flats

Questions of recreation are not unrelated to housing questions. For example, the child's development depends on the opportunities of his daily living conditions. In many European towns, it is no longer possible to provide enough space for play. It is therefore all the more important to make the maximum provision for the essential needs of children for space and facilities in new blocks of flats in the older districts of towns.

2.1.1 The flat as a place for daily play

The first and most important place for the child's play will always be the living room. Anywhere else will be secondary and inadequate, for it cannot take the place of the family circle.

It is accepted in most European countries that suitable planning of flats for the benefit of children is, socially, of crucial importance. However, the related socio-educational and cultural problem does not receive the attention it deserves. Current building standards for family flats are wholly inadequate. There is also a lack of proper soundproofing regulations. In recent years, sociological investigations of people's leisure time behaviour have been undertaken in several European countries. They have shown that most of the daily hours of leisure are spent at home. Enquiries among tenants have revealed, furthermore, that living rooms and children's rooms are invariably too small and that the noise problem is getting worse. This being so, it seems desirable to recommend adoption of the following measures for the building of flats:

1. Flats should be planned not solely with a view to eating and sleeping but in such a way as to provide parents and children with room for engaging in their favourite occupations. This means that in a flat for family use the living room should have an area of at least 25 square metres and should have plenty of light.
2. Particular attention must be paid to the planning of the children's rooms. They should if possible be square, with an area of at least 14 square metres.
3. Any reduction in the area of the children's rooms should be counterbalanced by a larger living room, and vice versa.
4. If need be, a hall with an area of at least 10 square metres and admitting daylight can compensate for smaller rooms.
5. One of the most urgent problems is that of soundproofing. There must be protection against outside noise (traffic, etc) and neighbours must be spared the sounds of children at play, family festivities, music and other activities.
6. Another recommendation is intended for internal decorators, whose function, when leisure time is acquiring more and more importance, can no longer be

just to provide standard furnishings. The furniture of the living room and the children's rooms should include practical multi-purpose items that can be easily moved.

2.12 Recreational facilities for common use in blocks of flats

In recent years basement workshops for the recreation of all the tenants have been fitted up in many blocks of flats. Few of them have served the purposes for which they were intended, because maintenance and supervision have been neglected. It is difficult to find a supervisor for such a small job, while the tenants usually do not feel responsible for maintenance. However, where such installations are being considered, the following requirements should be taken into account:

1. The workshop should have a minimum area of about 25 square metres.
2. The basic equipment, which should be simple and robust could include, for example, a table or workbench, perhaps with a vice; also 3 or 4 safety points for electric current, including the power circuit if possible, and a water tap.
3. For each flat there should be a separate cupboard for stowing tools and materials.

Properly planned, such a room can be used also as a playroom on wet days. For that purpose, it should admit daylight and it should be equipped with insulating flooring and with heating. There should be a glass door or an opening on to the corridor to make it easy for mothers to supervise their children.

2.13 Play floors

Some countries have experimented with play floors in closely built-up areas, with widely differing results. In a tower block of flats a floor provides some space, however limited, for children's play. It has not everywhere been found possible, however, to create suitable conditions for play. In particular there have been problems of supervision. There is no way of taking a quick look while passing by, as in the case of an open air playground. The experiment would have been successful if each mother had made a point of keeping an eye on her children. But even in the most favourable conditions, there is not enough daylight and the ceiling is too low (for ball games, for example). Furthermore, the atmosphere and means of stimulation to play that are available in the open air are lacking. Lastly, the choice of playmates is confined to tenants' children. For these reasons, such an arrangement is not entirely satisfactory even for kindergarten children, and certainly not at all for schoolchildren who prefer group games.

What in fact is most lacking is the spacious and sheltered room for play that the attic or barn used to provide. Greater density of population has made such places extremely rare. With them the child has lost what he should regard as his kingdom, and this loss can only be made good by better facilities for play in the family circle (the flat).

2.14 An open space at ground floor level, more or less harmonising with the surrounding area, is a reasonably good solution. It is advisable to put up on one side a glass partition as an obstacle to prevent constant movement across the space. Facing the entrance it would be well to erect some kind of screen or wall, for children absorbed in their games can offend adult susceptibilities. Other interesting possibilities are offered by footways between blocks of flats. For example, play corners can be provided in such a footway passing over a shopping centre or roads. However, such corners must be only part of the play area and must be connected with an open-air space.

The advantage of play floors in blocks of flats and spaces in covered passages is that they can be used in all weathers. They should have the following equipment:

1. For play involving physical movement: swings, climbing frames, a fixed ping-pong table, etc, somewhere to ride a tricycle, a rocking-horse etc.
2. For creative play: a large wall blackboard, fixed tables topped with asbestos sheeting or other synthetic material (for drawing, modelling, etc).
3. For group play: corners protected from draughts, subdivided by suitable elements for purposes of imitative play, puppet shows, etc.

Regular supervision is indispensable only in large housing projects where the space provided for play covers as wide an area and attracts as many children as a neighbourhood playground (such cases are to be found in France and in Scandinavia).

2.15 Rooftop playgrounds can also provide a makeshift solution where there is not enough open space. In tower blocks of flats they are of use only to small children but in larger building complexes they can be put to many uses. One justly famous example is the rooftop terrace of the "unité d'habitation" designed by Le Corbusier at Marseilles. It provides not only a space for play but also a day nursery, a gymnasium and a theatre, so that the tenants of the 337 flats have their own community centre.

However, it must be remembered that neither a play floor nor a rooftop playground can ever be a proper substitute for a well-designed open-air playground. Preference should always be given to open areas for play and relaxation wherever these can be provided in a housing complex.

2.2 Open-air playgrounds within housing complexes

2.21 Playgrounds for small children near their homes

It has long since been realised, and enquiries carried out in Sweden have confirmed it, that for their daily open-air play children up to the age of about 5 years must have somewhere within 50 metres of their homes. Such small play areas possess various advantages:

1. The children can play within sight and call of their mothers, who can at the same time carry on with their own work.
2. They should be designed as simply as possible so as to appeal only to small children and not be used by older ones if these have more attractive facilities for play. In this way, different age groups can be kept apart without recourse to orders and prohibitions. Brothers and sisters of different ages can still play together, which is not the case in a number of European countries where it is mistakenly thought to be right to fix age limits for access to play areas.
3. Such play areas can be combined with quiet places with benches for mothers and old people, thereby ensuring almost regular, if informal, supervision.

The equipment usually consists of a sandpit, a lawn, a few low steps on which small children can put their pluck to its first tests by jumping and climbing, and benches for mothers. A few plants and shrubs will provide the desired atmosphere of wellbeing and security.

2.22 Playgrounds are also required for bigger children, those who have reached the age of about 5, and are beginning to prefer playing in groups. New friendships are formed, as well as contacts with a wider area. This type of playground also meets the needs of schoolchildren during their limited free time. Lastly, it must, where possible, provide adults, including old people, with somewhere to relax near their homes. In the planning of this kind of playground, provision should be made for every kind of play:

1. Play involving physical movement: a lawn, a tarred area for street games, roller skating, etc, perhaps tracks for tricycles and scooters, swings, seesaws,

frames for climbing, jumping, etc, walls and areas for ball games, perhaps a mound for tobogganing, and a paddling pool.

2. Creative play: a large heap of sand (near the water), wall boards and possibly large wood or plastic construction sets.
3. Group play: recesses and little houses open on one side, perhaps also a space for impromptu theatricals.
4. Provision should be made also for oases of quiet for mothers and old people.

Such facilities can serve a neighbourhood within 150-200 metres round about. They should be accessible, so far as possible, without crossing any road. This can be arranged at the planning stage of a new housing project if care is taken to provide for a peripheral access road.

2.221 In old districts of towns it is often possible to provide such areas by combining or providing access between divided back yards and converting them. This has been done very successfully at Copenhagen under the terms of an act of 1939.

Play streets

Not all housing complexes are equipped with play areas: the street sometimes serves this purpose. In the older districts of towns, it is only rarely that space can still be found for play. In some towns this situation has been remedied by closing comparatively unimportant streets to traffic and turning them into play areas, though with right of way for fuel deliveries, removals and other exceptional needs. Car parking is prohibited in order not to obstruct children in their play.

This type of street is to be found especially in Holland, Germany and Denmark.

2.222 In areas occupied by private houses, too, it is necessary to plan in good time for spaces for play. The gardens are not usually very large and are in any case not enough for ball games and running about.

2.223 In many cases the school or kindergarten playground provides opportunities for increasing the number of play areas in a locality. In such cases care must be taken to ensure:

1. that the kindergarten keeps its own sandpit, garden and benches, the lawn, climbing frames and paddling pool being used jointly;
2. that the school playground is planned in such a way that the noise of children at play does not interfere with the teaching in the classrooms;
3. that henceforth all school playgrounds are open outside school hours and are better planned.

2.23 The planning of playgrounds

A playground is not just a collection of installations of varying degrees of utility. Each of them has a part to play in the child's development but can be harmful if it is not set up properly in the right place or if it is badly made. Anyone planning playgrounds will be well advised, therefore, to be guided primarily by certain educational principles. Aesthetic considerations are, of course, important but should take second place after educational requirements. In every plan for a playground, allowance must be made for the 3 types of play already noted: play involving physical movement, creative play and group play.

2.231 Play involving physical movement requires first of all a lot of space. Its primary function is to stimulate the child's physical development inasmuch as it keeps his body in constant motion. A well-designed playground keeps him moving just by careful arrangement of its installations. A plot of grass is not enough. One or

more lawns are needed for the many group games (including ball games) that are so much favoured.

While it is not indispensable that the playgrounds should comply with the international standards prescribed for sports grounds, they should at least be suitable for playing the country's most popular games, such as volley-ball, badminton, cricket, etc.

Fixed goal posts undoubtedly have the advantage of encouraging games, but they cause hard wear on the grass at particular spots. Moveable goal posts, basket-ball stands, etc are to be recommended.

In bad weather asphalted areas are useful. They are very suitable for games played by small groups and for all street games (walking on stilts, spinning tops and all games handed down from generation to generation such as hopscotch, puss in the corner, "bague d'or", "pigeon vole" and all kinds of round games, not to mention skipping ropes). Fixed ping-pong tables made of concrete or artificial stone and spaces for bowling are also well worth providing.

Tricycle and scooter tracks

Greater attention should be paid to children's vehicles. They are on sale everywhere; they meet a child's need and desire to imitate grown-ups, and are therefore greatly appreciated, although the opportunities to use them without risk are very limited. Increasing provision should be made, therefore, for tracks or lanes for cars, tricycles, bicycles and other vehicles. A slight incline here and there and crossings and forks make the play even more interesting. Wherever such arrangements make it possible to keep children off the roads, a valuable contribution is made to accident prevention.

Where space permits and winter always brings a bit of snow, tobogganing slopes should be provided so that even small children can play for hours in the open air, even in winter time. In summer time these slopes can also be used for slides, while the paths on them can serve as runs for children's vehicles. They are also good positions for mothers to keep an eye on their children from a distance without disturbing their play.

The swing is undoubtedly the favourite piece of equipment. Every child, whether timorous or daring, can use it at his own rhythm, going up and down with a pendulum's motion. The swing enables the child as it were to measure his strength against a natural law and is thus something more than mere apparatus for physical movement.

No playground (even attached to a block of flats) should ever be equipped with only one swing: it should have at least 3 to 5 in a row, so as not to cause discontent. A single swing can cause a quarrel even between 2 children, whereas a row of 3 or 5 gives each child the hope of a turn, even if there is a crowd.

Unfortunately there is often hesitation about installing swings because they are regarded as too dangerous. This is a mistake. Obviously, some precautions must be taken in installing them: a small child on a swing usually looks down at the ground and so cannot see how far he can go without bumping into something. That is how accidents can happen. Swings should therefore be placed side by side, if possible at the top of a slope or protected by bushes.

Care must be taken to ensure that there is enough free space around the swing (equivalent to the height of the swing plus about 1.5 metres). Accidents can occur when children jump off a swing still in motion. The child must therefore know how to brake. Braking makes hollows in the ground which are not only dirty but dangerous. They can cause broken feet or legs. It is advisable, therefore, to lay shock-absorbing plates about 180 centimetres long.

Very attractive varieties of swings are in use in some countries, such as the rope swing (Gothenburg), the tower swing for free swinging on a kind of steel pole

several metres long (Ulm, Germany) and the telepheric swing for crossing a ditch (Copenhagen and London).

The rhythm of the seesaw has a harmonious influence on the child provided that it is properly set up. A long seesaw (4.5-5 metres with an average height of about 60 centimetres) is to be preferred to a short one. The 2 ends should be padded with shock-absorbing rubber cushions (such as motor car tyres split in 2). Where the seesaw touches the ground there should be a patch of cement, otherwise the shock-absorbers will lose their effect and hollows will form. The handholds should not exceed 25 centimetres in height so that small children will not hit their chins or teeth on them. Revolving seesaws are dangerous and should no longer be used. Their dual function (as swing and roundabout) prevents rhythmic motion and deprives them of their value.

Despite its comparative simplicity, the roundabout has little play value. Most of those on the market are conducive to inertia: small children often go on turning until they feel ill.

The principle of the roundabout is well realised in a large whirligig a simple apparatus with a central pivot to which 3 arms of steel tubing are attached in the form of a star. The child is encouraged to jump on to one of the arms after taking a short run (of 5-8 metres) and then, balancing the whole body, to make the apparatus revolve as long as possible. Every part of the body is kept in motion. Another type is the cone-shaped platform (in use in Germany), which throws off those who merely want a comfortable ride and calls for pluck, skill and steadiness. This brings us to other balancing games. There are as yet no facilities for them in most playgrounds. Yet balancing has an ancient history. One has only to watch children going for a walk. They seize every opportunity to jump from one stone to another in a stream or to keep their balance on a pile of tree trunks. And, of course, physical balance brings inward balance.

A simple tight-rope stretched at about 50 centimetres above the ground is popular in Germany. Also to be recommended are rollers and globes (Germany) and the star-swing (USA). While the roller and the globe move in circles or spirals around a centre, so that one has to keep one's balance when one is in danger of falling off, the elastic steel bands of the star-swing impart every motion to the whole system, so that everyone has to be keeping his balance all the time. Here acrobatics verges on group play.

Climbing enables the child to put his pluck to the test. Poles, ladders and other climbing apparatus must therefore demand a spot of "daring to measure", a tree to climb is the best way of meeting this requirement. The most suitable tree is an ash with 3 or 4 branches laid on its side and well anchored. It is desirable to remove the bark, for if it peels off accidents can occur.

Anything that encourages climbing should be easy for children's hands to grasp. Wood gives a better grip than galvanised iron and can be thicker than steel tubes, etc. If it is desired that frames of some height should not tempt small children to play the dare-devil, the first rung should be at some height (say 60-80 centimetres from the ground). Climbing ropes and nets are wonderful to play on, but they must be kept in good repair and checked regularly, and they can of course be wilfully damaged.

In a play area near the home a willow tree, with its flexible yet strong branches, is ideal for climbing provided that not too many children are on it at the same time. It is a marvellous sensation to feel safe at a height reached by one's own efforts.

Something to climb on can be made a main feature when laying out a square, thereby also giving children a bird's eye view while playing.

Constructions comprising several elements in concrete (Switzerland) or plastic (United States) lend themselves to interesting combinations. They can be given an attractive appearance by including empty spaces. A slide should be included; after

all, climbing and sliding go together. It is beyond comprehension why slides always have ladders, which are both dull and highly dangerous, and why they are placed in the best part of a playground, which would be better for running about in. Slides should be placed on slopes, or failing them should be combined with climbing frames. Nearly all accidents on slides, which are among the commonest playtime accidents, occur on the ladder. Close attention must also be paid to the end of the slide, speed must be reduced by a flat surface or a slight upward curve. The end should be about 35 centimetres above the ground, which over a strip about 60 centimetres long must be so prepared that the children can easily come to a stop.

Steel and polished artificial stone have been found satisfactory for the sliding surface. Promising but not yet conclusive experiments have been made with plastic (polyester). The length of the slide can be a problem: long slides are attractive for older children, but for small children the length should not exceed 3 metres.

In Tokyo a kind of huge bowl or crater of highly polished concrete has been built, to the great delight of children able to slide in it.

2.232 Creative play requires its own corner, adapted to such play and to the age of the children, who must be able to develop and give free rein to their imagination. In a carefully designed playground the space intended for physical movement will be separated from that for creative play by simple natural means (no fences!). On the other hand, there is often a close connection between group games and creative play.

The primary requirement for creative play is unquestionably sand. The toddler is still at the age of playing all alone. What he needs is a small sandpit near the house. On the other hand, older children prefer to play as though on a beach and to make roads, castles and towns, mountains, lakes and tunnels. For that they obviously need a sandpit of a good size, where a few tree trunks, stones or paving-stones can be put to make corners for small groups without breaking up the sandy surface.

No slide or other equipment for physical movement should ever be set up in such a sandpit, for the children in motion would interfere with the play of those who are "creating" something. Where there is sand there must also be water. Although playing in water is usually classified as play involving movement, it calls for special mention in connection with sand. Large pools are suitable only for movement. Where their depth exceeds 15 centimetres they require constant supervision because of the risk of accidents. Moreover, they can be used only in summer. It is generally advisable to provide small pools in which the water warms up more quickly and which are constantly supplied with drinking water. They can be made by putting together cement cylinders of a diameter of about 2 metres (as in Switzerland). They encourage children to play in groups which will not disturb each other (some will be paddling while others play with boats). They should be sited near the sand and a little above it so that water can be run off for play with wet sand.

Mothers, don't worry about dirt! Put your children in sensible, easily washable clothes.

This kind of play has undoubtedly spared some children the need for psychological treatment.

For landscaping purposes the use of wide outflow pipes (with a diameter of about 15 centimetres and equipped with a syphon) above the sand is recommended. The water should be able to flow towards the sand but not the sand towards the water. Under the sand there should be a water drainage pit.

All kinds of materials encourage building. In Sweden and Denmark successful use has been made of tile-shaped (or longer) pieces of plain wood, with which children have thought up a great variety of constructions and arrangements and discovered new games for themselves. Experiments with crates, plastic, sandstone,

etc have not proved satisfactory, because of the high cost of the materials. Trials with ordinary bricks have been abandoned for reasons of safety.

Panels for drawing and painting can be installed at little cost. In sheltered places ordinary wall panels or very smooth concrete slabs (perhaps coated with a special paint) can serve the purpose satisfactorily. They should be fixed to walls protected from bad weather. Bits of chalk could be supplied by a nearby school. More elaborate creative play requires the constant attendance of a teacher. This is becoming more frequent in the playgrounds of housing complexes in the Scandinavian countries and also holds good for children's building sites.

2.233 Group play reflects man's community life - the problems to be faced, the events experienced, the need to assert oneself and to understand others, adapt oneself to them and live in harmony with them. This kind of play helps the child to discover himself and find his place in society. This is true of all games in which the child strives to play a part - for example, that of an adult, his parents, his teacher and so on. Dramatic art and theatricals are play of this kind. Group play is closely linked to creative play but also covers some forms of play involving physical movement and subject to rules. It requires a quiet part of the playground, with child-sized "houses" or corners. The simplest form is a small area sheltered by hazels - children's favourite location - or under low branches of big trees. Fencing erected in the shape of a funnel, superimposed concrete bins and large drain pipes (with a diameter of at least 2 metres) have all given satisfactory results: the children arrange them themselves as dolls' houses, shops, schools, etc with the aid of sheets, rags, cardboard boxes and planks which they bring with them.

The theatre in a play area need not be an arena although small amphitheatres have often proved successful, for example in Sweden. Usually, however, it is enough to leave an opening one metre wide and 60 centimetres high in a suitable part of a wall (one used for ball games, painting, etc) provided that there is enough room for spectators in front of the opening. This makes impromptu or organised puppet shows possible. Any suitable shaping of the ground suggesting a theatre will prompt children to improvise. No more should be expected. Real children's theatre will be considered later.

2.234 Playgrounds for winter

In wintertime children amuse themselves quite differently from their summer play. The essence of their play remains unchanged but the ground may be under snow or frozen; this and the weather hamper normal practices. Play involving physical movement will predominate simply because it keeps the children warm.

For tobogganing small children require hillocks with slopes of about 30 degrees, in the case of short runs ending in a sufficiently long stretch of flat ground; longer runs need a slope of about 20 degrees (perhaps with bends). Long runs with turnings must be specially prepared (with protecting walls at the bends, etc).

For older children the slope of the run should be 10-20 degrees depending on its length, with enough flat ground to stop on. The hillocks can of course be made with excavated earth and provide various slopes. Where winter temperature guarantees ice, skating rinks of not less than 25 by 40 metres should be provided, with separate sections for ice hockey.

Asphalt makes the best material for skating rinks: it is often enough to spray it with water in order to obtain a good layer of ice. Suitably placed water hydrants will be needed. Ground covered with gravel or a lawn can also be used provided that it is sprayed with water several times and that the temperature remains constantly low. (Grass can be damaged if it is watered in order to make a skating rink.) Other games, such as building igloos or snowballing, obviously do not need any equipment.

2.24 Criteria for appreciation of play installations

The International Council for Children's Play (ICCP) has defined criteria for the appreciation of play installations. It aims to set up specialist groups in each interested country to examine the play installations on the market, as is already being done in the case of toys. (Fuller information may be obtained from the national committees or from the ICCP Secretariat, Neue Strasse 72, Ulm.)

ICCP (International Council for Children's Play)

International outline plan for the appreciation of play installations:

No:		Date:
Concerns:	Place of expert evaluation:	
Art No.	Price:	
Manufacturer:		
Design:		
A. <u>Type of object</u> (please attach any prospectus, technical description or plan)	Remarks and particulars	
Individual/Group play		
B. <u>Appreciation from the educational angle</u> (detailed comments on separate sheet)		
1. Qualities (or defects)		
- stimulus:		
- encourages the establishment of relations		
- encourages creativeness		
- encourages movement		
2. Features		
- colour		
- shape		
- diversity		
-		
C. <u>Appreciation from the medical angle</u>		
- advantages		
- hazards		
- health		
- safety (accidents)		
- safety (unapparent damage)		
- other influences		
- recommendations for assembly		
D. <u>Appreciation from the technical angle</u>		
- design		
- durability of the material		
- safety (after wear and tear also)		
- maintenance		
- cost		
E. <u>Suggested alterations or improvements</u> (possibly on a separate sheet)		

F. Recommended for:

*Family garden, housing scheme play area, public playground, park, restaurant play area, children's homes, beaches, swimming pools, supervised playgrounds only

Other recommendations:

* Delete as appropriate

Comments on the outline plan for the appreciation of play installations

A. Type of object

Give a general description, for example: "swing, metallic construction". Specify whether it is designed for individual or group play or both. Do not include detailed technical descriptions in this outline; these should be given on a separate attached sheet, with an accompanying prospectus if available.

B. Appreciation from the educational angle

This should be based on observation, certain interesting aspects of which might be elaborated on in a separate sheet.

1. Qualities (value of the installation for play)

Stimulation: What actions does the apparatus stimulate? Describe not only the purpose for which it is intended but also the use made of it in practice. Apparatus intended for climbing on, for example, may, by its form, encourage certain imitative games. State whether the object attracts children's attention or whether they ignore it.

Three types of stimulus are mentioned. State exactly the kind of stimulus exerted by the object in question.

2. Features

Is the colour suited to the function of the object? Is the shape satisfactory? What different uses can be made of it? Is the versatility of the object a drawback?

C. Appreciation from the medical angle

This aspect should, if possible, be discussed with a doctor after a careful study of the use of the installation for play. The advantages from the medical point of view will relate, for instance, to the movements entailed which are favourable to health. As regards the dangers involved from the medical standpoint, it must be borne in mind that a minimum of hazards are desirable for educational purposes. Thus it is not only the real dangers that must be mentioned. Attention should be drawn, at any rate, to the kind of dangers which the child cannot recognise himself.

Damage which is not apparent may provoke accidents when apparatus is used frequently (eg seesaw without suspension, etc).

Recommendations for assembly are essential. What measures must be taken to ensure maximum safety (eg lay of sand, solid base under suspension, etc)?

D. Appreciation from the technical angle

Is the design of the object suited to its purpose? The mobile parts, which must guarantee safety even after prolonged use, must be carefully checked. Another important factor is maintenance. Apparatus which requires a great deal of care, ie which must be kept inside in winter, for example, can be very costly to maintain.

E. Suggested alterations or improvements

These should be listed on a separate sheet, with accompanying sketches where necessary.

F. Recommendations

Recommendations concerning the characteristics of the object may be very valuable. For instance, an installation intended for a family garden may be excellent, even if it is quite unsuitable for a public playground.

2.25 Creation of playgrounds through individual initiative.

The time has not yet come when every housing complex be expected to have its own playground. To wait for housing legislation to be amended to provide for this and, what is more, to be applied would be tantamount to depriving generations of children and teenagers of their playgrounds. Some parents therefore take action on their own. There are many cases to show that such action is rewarding. In numerous places there has arisen gratifyingly fruitful collaboration between tenants and landlords and even with local authorities.

A father or mother sees that his or her child wants to play and takes the initiative in launching a community undertaking. Neighbours are questioned and won over. A suitable piece of ground is chosen and a delegation calls on the landlord (who may be a private person, a building co-operative or a local authority). Costs are estimated and a plan of work is drawn up. The landlord provides the ground and agrees to cover the cost of materials and the main facilities for play; the initiators volunteer to build and seek other donors, such as nearby firms and shops, to pay for the rest. A local fête may be organised to raise funds for the new playground, or children may collect newspapers and sell them. The playground will not be the only product of this joint venture; neighbourly relations are helped along and mutual understanding and assistance encouraged. Moreover, the resulting playground will be far better maintained and protected by its "builders" than any playground will be by its users alone. Lastly, this kind of undertaking has often been the starting point for other common or public causes (there are instances at Lichtensteig and Zurich in Switzerland). This last aspect of the question leads up to another important problem, namely:

2.26 Supervision of playgrounds. A first point to be made is that not every corner in which children amuse themselves must necessarily be supervised. It is well to let children give free play to their spontaneous games. Unfortunately, even among children there is an increasing tendency to a consumer attitude; this paralyses or thwarts spontaneity. It is right, therefore, to give thought to who is to take the lead in housing complexes: for example, a few groups of young mothers might do this voluntarily. Members of these groups can receive suitable training at short courses given in schools for parents and animators.

When the child starts school he leaves the environment that has sheltered him in infancy: his home and his immediate neighbourhood. He discovers a new world in which he endeavours to assert and prove himself. This is the beginning of the age of adventure play. Unfortunately, the growth of the economy and of traffic and the tendency of grown-ups to want to make maximum use of everything have brought about the gradual disappearance of many corners where children could amuse themselves.

Where today, is one to find an unused and forgotten shed, an abandoned quarry, the wildernesses of waste ground on the fringes of towns? These were the Robinson Crusoe islands of our childhood, where huts and castles could be built, where boys made war and exciting "events" took place. What has not changed is the need for action felt by girls and boys at that age. What is new is a whole set of new sources of danger, that are partly concealed and can be parried only by developing children's creative powers (by way of inner defence forces). Experience, the development and carrying out of ideas and the building up and fostering of creative qualities and talents are essential.

2.27 Directed neighbourhood playgrounds and indoor play areas

Interesting experiments have been carried out in France in providing the children of tenants in blocks of flats with play areas in ground floor flats in the form of small recreation centres. Assistants, some employed part time and some volunteers, are always present during opening hours. It has been found, however, that they have to be well trained and, moreover, supervised by specialists.

In some countries, especially in Scandinavia, there are many well-planned playgrounds in the charge of one or more assistants. The aim is for every district to have its own playground.

In Scandinavia, for example, such playgrounds have long since been included in the plans of all new housing projects and they are built and equipped at the same time as the housing. In new districts they are intended to serve the population within a radius of 400 metres. They provide a wide variety of opportunities for play. They offer balls, stilts, hoops and many other playthings, as well as brushes and paints, dolls and dolls' houses, etc. To these facilities is often added a nursery open in the morning for children between one and a half and 4 years of age.

These playgrounds are of course run by trained staff, some with voluntary helpers. They provide such varied facilities that they closely resemble adventure playgrounds, except that these provide for the construction of huts and other "buildings". The adventure playground is described below as a part of the community recreation centre.

2.3 Recreation areas in towns and villages

The facilities described below are provided as part of community centres for culture and recreation not intended solely for children but combining various facilities which elsewhere are often provided by themselves and even, in many cases, for different age groups separately. Without belittling the value and importance of self-contained facilities such as children's libraries or "do-it-yourself" workshops, we are deliberately treating them here as part of a single community culture and recreation centre. In some cases it will still be possible to start with a library or adventure playground as a first step.

2.31 Facilities for recreation and community centres

The idea of community centres was first conceived nearly a hundred years ago. The original idea seems to have undergone changes in response to economic and social developments in Europe since that time. It was, however, the purpose of the first centres (the settlements in London in 1874) to provide the inhabitants of a neighbourhood with the means to a better and more human existence. Although the methods of work, the choice of activities and the manner of pursuing them have changed, the aims of the modern culture and recreation centre are still the same. Formerly the main object was to encourage personal effort at a material level. The scope has been broadened with the partial substitution of a new aim — to encourage people to make use of their leisure time. This means, essentially, encouraging personal intellectual effort, that is, encouraging people to fulfil themselves. The tremendous changes now taking place in traditional education, under the name of "permanent education", clearly show the close and direct relationship between all such facilities, whether they be called community centres, facilities for recreation, cultural centres, community halls or settlements.

The problem of children's recreation time cannot be solved if the child is isolated from other generations. It is essential to treat childhood as one stage in a lifetime of continuous development embracing youth, adulthood and old age. It is therefore desirable that recreational facilities for children should be closely associated with those provided for teenagers and for grown-ups. Nevertheless, in the planning and organisation of the activities of a community culture and leisure centre, account must be taken of the specific needs of each generation.

Community culture and recreation centres should be so sited as to be accessible to persons likely to have common interests as inhabitants of a given neighbourhood. This can be done by providing in town planning for community centres at intervals of 2 kilometres, so that everyone can find a centre within 10-15 minutes' walk from his home. A community centre can then become part of the life of a district and the inhabitants can become interested in it. Distances are not, however, always measurable in kilometres; they are sometimes psychological. In all expanding towns there are self-contained districts. They may be former villages close to a town which have grown and become part of the urban area. Pronounced local characteristics, too, can create cohesion, which may be religious, educational, administrative or simply geographical. Where account is taken of such characteristics at the outset, the 2-kilometre spacing referred to above will not apply, for the success of community centres depends largely on the existence of natural units.

For some years past it has been increasingly the practice, when planning a district, to provide a site for a community centre. This forms part of the district's heart just as the church, the school and the shopping centre do. Here we have possibilities, which will be considered below, for new combinations and forms of co-ordination between the community centre and the school or the parish hall. As already mentioned, the community centre must be open to all age groups. It is thus at once a centre for children's recreation activities, a youth centre, a meeting place for parents and a cultural centre. It also provides various traditional facilities such as an area for games and sport, a library, a hall for meetings, workshops, etc. Such comprehensive functions are advantageous for many reasons.

1. Educational advantages

- The fact of bringing together all age groups makes for social and educational continuity, thereby avoiding arbitrary divisions of a purely administrative or institutional order. It still often happens that in a given institution well-organised groups have to be disbanded because, for example, the children have reached the age of 12, while in a neighbouring street a youth centre is trying without much success to create new groups of children aged 12 to 15.
- Such continuity helps to foster a sense of belonging to a community. It provides a basis for fuller trust between the centre and those who make use of it. It enables the young people who frequent the centre to acquire fairly early some notion of the opportunities lying ahead of them.
- Each individual has to take some account of other age groups: this makes for understanding, forbearance and a sense of shared responsibility, not only on the part of children towards grown-ups but also vice versa.
- The diversity of activities pursued under one roof acts as a stimulus and makes for variety in the development of each individual.
- Despite the diversity of activities and the differences between generations, the centre is regarded by all as a single unit, a complete whole. It thereby helps to strengthen family ties: experience and ideas acquired at the centre are discussed at home.
- Similar methods are used in programmes whether for adults or for children. This enables parents to understand their responsibilities better and to discharge them more effectively.

2. Organisational advantages

- Excellent use can be made of differentiated multi-purpose premises, both in the daytime and in the evening, as the same rooms can serve for several groups and for different activities.
- The costs of upkeep and management are thereby kept down.
- The staff can be employed more advantageously thanks to the many opportunities for co-ordination.

The centre's team of leaders is more important than its premises. The task of improvising facilities for leisure time activities can well be left to the leaders, and these facilities can then be made into a real centre with the voluntary help of local inhabitants. On the other hand, the most comfortable facilities cannot work without monitors. A widespread mistake is to regard the community centre as a setting for some cultural programme that will compete with the programmes already available to town dwellers. This may well happen in some fields but it is not the way to achieve the main purpose: the staff have the new and more important aim already mentioned, that of encouraging personal effort. This purpose can be more exactly defined as the educational and cultural formation of a community. This means in practice that the leaders endeavour, on the one hand, to ascertain the inhabitants' needs and their wishes, whether or not they are expressed, and, on the other hand, to encourage the inhabitants to work together to achieve what interests them. This calls for a broad outlook and an active temperament on the part of the leaders. Their number will depend on the size of the centre and the range of its activities. The staff member in charge will co-ordinate the wishes of the inhabitants and groups of persons concerned as well as the programmes and activities in the various sectors. His full-time assistants will deal with the special activities of each age group in various sectors. There is no need to employ a full-time specialist for each sector of activity. One of the tasks of the monitors will be to find voluntary helpers, to form groups of interested persons and, if need be, to recruit with the aid of the group concerned a specialist on a temporary basis. In a fairly large community centre functions can be distributed in some such manner as the following:

1 centre leader	General organisation, co-ordination, external relations, overall programme, adult education (including school for parents)
1 assistant	To deputise for the centre leader and to act as youth leader
1 assistant	In charge of the workshops and "do-it-yourself" quarters
1 assistant	In charge of the adventure playgrounds and children's events
1 assistant	In charge of the library (possibly part-time) and administration

(These various tasks will be considered below in detail for each type of activity.)

The scheme does not provide for any organised supervision of children in a day-nursery or crèche. This must be left primarily to outside (possibly voluntary) initiative and only if such initiative was wholly lacking should a special team be recruited for the purpose.

2.32 The different parts of the community centre

2.321 Open air areas

Our towns need air. This need is not a new one but never before has it been so acute. Air pollution from industry and traffic is an increasingly serious menace. It is one of the problems in most urgent need of solution, if we think of children. In addition to the play areas of housing complexes, provision must be made for large

interconnected open spaces closed to traffic where people feel safe, the air is pure and the pedestrian is king. A general traffic plan for pedestrians should have been worked out long ago. Most of those who go on foot are children of school age. The best solution is to make special pedestrian ways between peripheral housing and the district's centre, where the school, church, shops and community centre are situated. Such green spaces or district parks are appreciated as much by young people as by grown-ups, even if they cannot be given as much room as is desirable. They will have paths, rest places, lawns on which people can walk and lie down, play corners for small children out with their mothers (see under playgrounds for children), playgrounds and sports grounds for older children, with skating rinks in winter, and, possibly, a sports training track for all ages. It is advisable to combine these facilities with ordinary sports grounds provided that care is taken to prevent the spontaneous play of children and "sport for all" from interfering with each other. It is highly desirable to provide small playgrounds for groups and families.

Also in this sector of activity, it is most desirable to provide open-air swimming pools or combined covered pools which are also open in summer. It would take up too much space to describe here the planning of a sports ground with swimming pool: there is no lack of published literature on the subject. It will suffice here to point out that swimming bath areas which take up all the open space in a densely populated district, which are always strongly barricaded, should be left open to the public even when the short bathing season is over. The actual baths must of course be closed off because of the risk of accidents. The expense involved is not heavy by comparison with what such an area of green space open all the year round would cost.

If sports and play facilities are to be attractive some special stimulus is needed. This means that a qualified sports leader must be present at certain times. He will give impetus to sport in spontaneous groups formed in families or between neighbours. In such groups the players are constantly changing, but there will always be someone there who knows plenty of games and their rules and who will encourage players who would otherwise be reluctant to make fools of themselves in public. Family games have the important incidental effect of drawing parents and their children closer together. The sports leader must be gifted with imagination, energy and accessibility if he is to fulfil his twofold function of encouraging each individual to develop his own physical aptitudes, strength, skill and form and of fostering social contacts between the generations, within families and among the inhabitants of a district. Sports and gymnastic associations can be relied upon to give effective help to the sports leader in such initiatives as part of "sport for all".

Sports that can be practised only in summer time can be replaced by others in winter: skating, ski-ing (indoor training) and indoor sports. Nevertheless, as there are never enough gymnasiums it is desirable to provide a sports hall (equipped for "sport for all") in every community centre. Where there is none, one should be improvised in the rooms available.

The "village square" should be planned in a new way. It constitutes a district's natural meeting place. It is the place for local fêtes and other events, and plays and concerts are given there. All these can be better organised through appropriate planning of the square. In the daytime the tarred area can be used by children for all their street games. It also serves as a playground when the usual playgrounds are water-logged.

2.322 The adventure playground

This type of playground is specially designed for children at the age of adventure games, that is from 6-7 to 14 (maximum 16). It will form part of the recreational facilities in daily use and so must not be more than 10-15 minutes' walk from the farthest homes. In other words, it is intended for children living within a radius of one kilometre. This is in line with the recommendation made above for community culture and recreation centres. An adventure playground can be easily included in such a centre.

An adventure playground that does not form part of any community centre should provide, in addition to a building area, various other facilities including:

- a place for hobbies and indoor play;
- a grassy space for sports and games;
- a place for games played on a hard surface;
- an open-air theatre;
- other facilities such as sand, water and play appliances (as for an ordinary playground in a housing complex).

Creative play, building, imitative (social) play and all other kinds of group play, whether spontaneous or protracted, are the predominant activities in an adventure playground. Such playgrounds are particularly suitable for long drawn-out and interconnected games which may continue for weeks or even months thus strongly counterbalancing the flood of fleeting impressions which the child receives day by day.

The adventure playground provides children with all those opportunities for play in complete freedom that they formerly enjoyed in woods, gullies and quarries and on waste ground. These opportunities being, however, concentrated in a limited space, certain difficulties may arise that would not occur in a natural environment, so that well-organised leadership is essential.

The leader of an adventure playground is the children's friend, helper, counsellor and play companion all in one. His primary task is to clarify, develop and carry out their ideas and help them overcome the difficulties that arise. If the children's powers of imagination and invention are smothered by a "consumer" mentality, he will try to point the way back to personal creation and expression.

It will also be his task to guide with a firm hand the relations between the individual and the group.

Parents will frequently ask his advice on questions of education. Moreover, through his work he can make an effective, albeit limited, contribution to the formation of a community.

Large adventure playgrounds are sometimes entrusted to teams of leaders, some of whom are employed full-time while others take on the task side by side with their normal occupations or on a part-time basis. The leaders divide among themselves the various sectors of activity: the building area, group play, sports, hobbies and, in many cases, theatricals.

The body responsible for adventure playgrounds varies with the country or the town. Often it is a private institution or company using public or private funds (England, Italy, Switzerland). In the Scandinavian countries these areas are usually the responsibility of the authorities. In Denmark there has been for some years an interesting case where the tenants of a large co-operative housing complex pay for the play area by an addition to rent of one or 2 kroner a month.

Working expenses differ widely and because of current trends in prices and wages are not internationally comparable. They include:

- leaders' salaries,
- purchase of material,
- expenditure on activities,
- investment costs,

insurance premiums.

The building area is the heart of an adventure playground. It is there that children plan, build, dig, experiment and gain experience. The Danes use the very apt term "Skrommellegeplads" ("junk playground"). Clearly, this part of the adventure playground does not necessarily reflect the aesthetic ideals of grown-ups.

The building area should have the best possible situation, ideally in a gully. It is the only part of the playground that needs a good fence so as to keep out inquisitive intruders. It must be accessible to lorries bringing materials. Water and electricity must be laid on, and if possible a telephone.

The children using the building area should be provided with an assortment of tools: various types of hammer, pincers, pliers, saws, carpenter's tools, shovels, picks, spades, wheelbarrows and, possibly, a winch. This equipment need not be new and it can be added to at any time by donations of worn or salvaged tools from nearby building contractors. In any newly opened building area the main activity will naturally be house building. If the children are given a free hand they will, after some initial gropings, construct buildings in all kinds of styles. Experience has shown that in many respects it is better to let the children build in groups rather than individually. This help to group formation will have repercussions throughout the community and the playground. The group is formed quite naturally, for the very act of building demands assistance from a playmate.

Play groups

Only when building of the first houses is finished does the true adventure play really begin. The children can then play in the houses which are the instruments of their play. It then becomes important for someone to take an intelligent interest. During the building work, groups were formed, grew in size or were disbanded because the players did not get on together; but now they become more stable and the workers can enjoy the fruits of their labours. These groups, with their possibly diverging interests, must now be united to form a playing community, an adventure community.

The adventurers' "town council"

A shrewd leader will have made his plans as soon as the "foundation stone" was laid. Every week he will have called a meeting of the adventurers to discuss their common problems. Debating and decision-taking will have been conducted democratically. There now follows imitative play on a large scale. There is a constant stream of varied problems to be discussed; there are materials to be obtained; there are contacts to be made with neighbours; order has to be maintained; and there are the adventure town's "public services" to be run, such as management of the materials and tools and planning of activities. All this calls for a division of labour. Each adventure house must have a special function in the community's play. The groups of children formed according to natural interests now choose the activity that best suits them, for example managing the materials and the tools, editing and printing the adventure newspaper, looking after the garden, the animals, the puppet shows, etc.

Public works such as bridge-building are almost bound to be needed. There is nothing more fascinating than digging great ditches, engaging in venturesome building operations and constructing bridges over the houses. These undertakings are not always devoid of risk and may require technical advice, for which the children can turn to neighbours in the building trade or to town planning departments. (Question of insurance will be dealt with elsewhere.)

The building materials can give rise to difficulties even for the leader. The cost of most of them should be included in the annual operational budget, but it must be left to the children, who are always full of good ideas, to obtain some of them on their own. All kinds of salvaged material can very well be used: crates and planks, carpenters' scraps, waste from exhibitions, cardboard, paper

and paint. The resulting savings can be used to pay for activities.

Animals in the playground

Where there are children there should also be animals. The adventure playground is a good place for them. The children do not go there just to look at them, they have to look after them and take care of them. With the help of the leader or of auxiliary staff, groups of children assume this responsibility and devise answers to the questions of organisation and animal care.

The most suitable animals are small ones, but also goats (dwarf), donkeys and ponies. Ponies can even be very useful, for the transport of materials for example. It is always advisable to put the group in charge of the animals in touch with the nearest zoo or an agricultural college or veterinary service so that the children can go there for advice and practical help. Animal lovers may have doubts about the ability of children to look after their pets properly. They should realise that this practical activity and the sense of responsibility for animals form part of any education worthy of the name: children come to love and respect nature.

Love and care for animals and plants help to develop a sense of responsibility towards society as well as nature.

The age limits indicated at the outset should be strictly applied in the building area, though it would be unwarranted elsewhere in the adventure playground and especially in the community centre. There are good reasons for the rule here:

1. The manipulation of spades, tools and heavy materials in the building area makes it dangerous for small children. Nevertheless, the adventurers must be allowed now and then to bring along their younger brothers and sisters, and they will then have to look after them.
2. During puberty, attitudes and relations to play change. The huts are no longer playthings: they become "houses". As a result, problems naturally arise that are not compatible with children's play and cannot be solved in a playground. Teenagers can discuss them better in the community centre or youth centre. Here is a further reason for incorporating the adventure playground in the community centre, thereby promoting educational continuity.
3. In the eyes of adults the building materials and houses have a material value which may prompt them to intervene in order to introduce improvements. This disturbs or may even prevent play. The houses cannot be weekend cottages. Adults must not be allowed, therefore, in the building area unless accompanied by "adventurers", and they must certainly never be allowed to plead property rights.

2.323 The recreation centre

It is the club quarters which, as a meeting place, constitute the heart of the community centre. Even with small means and restricted premises, satisfactory club facilities can be organised. Multipurpose premises are then necessary. The meeting place which a recreation centre provides is particularly useful to secondary schoolchildren and teenagers. There they can gather together without any specific aim, commitment or responsibilities. In bad weather it can be used also as a playroom for younger children. There is mutual stimulation to take part in activities on the programme. The room will be furnished with small tables and comfortable seats (and possibly also a mechanical dispenser of drinks for teenagers and grown-ups). Books, magazines, parlour games and a ping-pong table will be available. Smaller rooms can be used for all kinds of children's parlour games and for groups to meet in to make or listen to music, read, draw, paint, to carry out scientific experiments etc; lectures can be given there too. There should be several rooms of different sizes ranging from 25 to 80 square metres. The main hall of a district community centre should be capable of seating up to, but not more than, about 250-300 persons if it is to be used for events for children. A larger

hall would not provide a good general view; moreover, a "mass" atmosphere is not advisable for children.

All kinds of events can be held in rooms of this size: lectures, story-telling, readings, meetings, film shows, puppet shows, theatricals, etc, as well as courses in eurhythmics, dancing, eurhythmy, music for young people etc. The same premises can be used by children, teenagers and grown-ups alike. The lesson in eurhythmics for children might be followed by one for mothers; or a group of women might organise a day nursery. The mothers might meet in one of the club rooms or in a workshop. Entertainments intended for both children and grown-ups would take place in the afternoon and would be attended by more children than adults.

At afternoon functions for old people the children will have an opportunity of making them a friendly gesture by playing music or putting on a small show at teatime.

The planning of the premises obviously depends on their purpose. If they are intended partly for children the furniture will have to be practical and moveable; medium-sized and small tables that can be arranged in squares and chairs that can be stacked. Even medium-sized club rooms should be equipped with electric points for projectors, tape recorders, etc, and with means of hanging up paintings, drawings and the like. It is advisable to line the walls with material on which pictures or tables can be firmly pinned or nailed.

It is indispensable to equip the hall with a stage even a small one. A pelmet is not essential but the stage should have a suitable ceiling height (at least 3.5-4 metres). One well-tried method is to separate the stage from the rest of the hall by a fixed sliding panel so that it can be used by groups if necessary. It must be remembered that the club room needs daylight. Firm ceiling fixtures are necessary for theatre curtains, wings and scenery. (Permanent fixtures for the children's theatre are described below.)

To the club premises must be added a sensibly equipped kitchen for the preparation of simple light meals. If there is to be a regular full meal service a proper canteen kitchen will be required.

The premises will be used not only for the activities organised by the local inhabitants but also for the regular programmes of independent groups or institutions such as exist nearly everywhere. Examples are schools of music for young people, courses in eurhythmics, scientific clubs and children's theatres. These are dealt with below, as are libraries and workshops, which, if independent, can perfectly well be incorporated in a community centre just as they are, without any modification.

2.324 Children's circuses and theatres

Theatricals are the perfected form of imitative play and its logical sequel. Very young children (even 4 year olds) are fascinated by theatricals, and their interest reaches its peak at the age of adventure play. The theatre is consequently regarded as of educational value from the kindergarten onwards. It is no accident that in schools with advanced teaching methods (Waldorf schools, Ecoles d'Humanité and Odenwaldschulen) theatricals adapted for children occupy a prominent place in the curriculum. For the child who has freely chosen his play group the theatre can become a steady commitment involving a multiplicity of demands (adapting the text, casting, rehearsing and producing scenery and costumes), and calling not only for imagination but for endurance and perseverance as well. The theatre undoubtedly develops a child's will-power.

Thus leisure facilities can meet a need here which schools in general are no longer able to. All community centres put on plays from time to time, and this prompts the children to arrange and act in plays of their own. Of course they have all the necessary aids in the centre: workshops for making the scenery, the props, the wings and the costumes and a library in which to choose the texts. There are

also amateur companies who specialise in children's theatre, with working parties who sometimes write their own plays, rehearse and produce them and give regular performances. One of the most typical examples is the Stockholm children's and teenagers' theatre, whose methods are described below (section 3.35).

But it is not always the children who play in their own theatre. Plays are sometimes performed there for them. There are cases also of exchanges with troupes of young amateurs from other community centres or other theatres, and troupes of adults and puppet players come and perform. As a general rule, especially for puppet shows, the capacity of a children's theatre should not exceed 200-250 seats. There must be an intimate atmosphere which allows of, and even promotes, direct contact between actor and spectator.

The children's circus has the same aims as the children's theatre. It may however be based on different principles and can be more easily adapted to children who are hard to please than can the theatre, which demands more. It is especially popular in Switzerland and the Netherlands. Such circuses have also been started in recreation centres where there is room for them, in the open air in summer and in the centre's hall, club premises or gymnasium in winter. They have elements of rhythmic movement, acrobatics and clowning. The event of the year is the summer tour, which for the circus children is a kind of holiday camp.

2.325 Schools of music and young people's orchestras are of particular interest. It is, unfortunately, still very difficult to find inexpensive music lessons in small towns and in the countryside. Moreover, it is not enough to learn music: what matters is to be able to play it, and this is the purpose of children's and teenagers' orchestras. Community centres offer the necessary premises with good acoustics for group lessons and orchestral rehearsals. For private lessons and for people who cannot practise at home small rooms are also required. The heavier musical instruments and those which are difficult to transport must be available on the spot.

2.326 Every community centre must have a library for children and grown-ups. A library is, of course always a self-contained institution, whether or not it is incorporated in a community centre. It must always contain works for children, teenagers and grown-ups and it must be organised on the self-service principle which eases the transition from one age group to the next. There is any number of examples of young people who make regular use of their school libraries but do not frequent public libraries of their own accord after leaving school. Having once provided them with good books, it is illogical to leave them with nothing better than bookstall literature just when they are passing through the critical period of adolescence.

The open-shelf system is advantageous economically as well as educationally: if the library cannot have a full staff it eases the lending service.

A library in a community centre has many advantages for both sides:

1. The groups engaging in the centre's various activities can find the specialist publications which they require.
2. Books are exhibited in premises frequented also by persons who are not fond of reading but may be tempted and thus acquire a taste for it.
3. On the occasion of some function the programme can be sent out with a list of publications in the library that are relevant to its subject and likely to be of interest to those taking part.
4. Excellent opportunities are available for activities connected with reading, such as courses in literature, discussions with writers and group reading or other group work (in the centre's hall or club premises).

A point of interest is that in the Scandinavian countries, where there are particularly large numbers of libraries, there is a trend towards enlarging them and expanding them into recreation centres, whereas in central Europe more and more community centres are enlarging and improving their libraries.

A suitable library in the community centre of a village or city district requires an area of at least 120-180 square metres. It should be divided into 2 sections, one for children and the other for grown-ups. The librarian's office should have an area of at least 20 square metres. The bookshelves must be well lit by daylight and by artificial light after dark. There should be comfortable seats and desks. The study rooms adjoining the libraries in Scandinavian countries have proved extremely useful. They are of the size of a classroom and can be used by teachers for giving their classes special lessons on how to use a library. This makes for excellent contact between school and library. By filling up cards with the help of the teacher and librarian the pupil learns how to use the various catalogues for finding the book which interests him or will be of use to him in his school work.

Libraries containing only a few hundred books are useless. A library must offer an interesting and varied choice. This calls for a degree of concentration, as the following simple reckoning shows:

A small library serves the youngest readers, secondary schoolchildren, students, teenagers and grown-ups, making a total of 5 groups of readers. In order to take into account readers' individual tastes, between 3 and 5 sub-divisions which may partly overlap will be needed for each age group (masculine and feminine tastes, literature, adventure, travel, technical subjects, etc). Thus there may be a score of different groups of readers. Even at the rate of only one book a week, 1040 volumes would be needed. This shows that a library of less than 2 or 3 thousand books is still a long way short of useful.

Concentration is thus indispensable: a small locality can no longer afford several libraries. Experience has confirmed that even the ideological reasons that led to such distinctions even in small localities are no longer valid in practice, for 80 per cent of the books are the same in all libraries, namely the current best sellers.

A good solution in the countryside is often for small libraries in a valley or region to exchange books, thereby enabling each of them to enlarge its catalogue. An even better solution is the mobile library which travels from place to place and can provide even the remotest hamlets with a wide selection of books.

2.327 The recreational workshop provides children with a wide variety of opportunities ranging from creative play to technical experiments. It has something to offer to every age group but is of particular value to children. In it children at the age of adventure play can engage in activities meeting their needs just as well as do the building areas in adventure playgrounds: there they can handle different materials, they learn how to use them for making things and they have to solve formal, representational and technical problems. What is important is not to acquire a high degree of skill in handling the tools and working the materials; if this can be done, it is an additional advantage. What really matters is the opportunity which the workshop gives to each child to manifest creative powers, have the courage to try things out for himself, carry out his own ideas and develop a living imagination. This quality in particular, having been developed in such a material thing as handicrafts, will spill over later on into other fields of daily life and relations with its environment. Heinrich Pestalozzi urged that children should be given harmonious education of the mind, the heart and the hand. Today's schools, with their undue stress on the development of intelligence, no longer conform sufficiently to that precept. This can best be partly corrected by the recreational workshop.

If absolutely necessary a recreational workshop can be very simply planned and equipped. Unlike a school workshop, it need not provide a complete set of tools for

each work place. There must be, however, a wider overall choice of tools and instruments.

Yet even where the means available are very limited the workshop must have at least 2 rooms, one of them reserved for dirty work. The other room can be kept clean and used, if necessary, for meetings or games (eg as the play or hobbies room for the adventure playground). It is much more useful, however, to have 3 or 4 workshops, each of them equipped for currently favourite activities.

What are these favourite activities? Even a leader with a long experience of recreational workshops cannot give a definite answer to this question. Fashions change more and more frequently, even in recreational workshops. The most adaptable basic equipment possible should therefore be provided.

The carpentry shop will be equipped with steady workbenches and tables so as to meet the needs of those interested in joinery and woodwork and those who want to make wooden toys or scale models or do other forms of woodwork. The workbenches may also be equipped with vices for very simple metal work; but if it was required to instal a forge or a motorcycle repair shop, separate quarters should be provided for metalwork.

In the case of work on textiles, the same room can be used for all techniques: dressmaking, knitting, weaving, batik work, printing on fabrics, etc.

It is advisable to provide an additional room for modelling, pottery and other techniques requiring the use of water. The room can also be used for painting on large surfaces, of which children everywhere are very fond.

Provision might be made also for specialised installations, such as a photographic laboratory and printing press which call for special knowledge or the help of a qualified leader. A printing press is of especially great interest to children; with it they can reproduce their linocuts or woodcuts or print a newspaper.

In addition to its special equipment, each workshop should have as many cupboards and annexes as possible for putting away work in progress and material.

Dangerous machinery and apparatus must be put away in special rooms that can be locked or at least fitted with a lockable control knob or lever.

In a community centre a qualified leader is usually in charge of workshop activities. With the assistance of voluntary or part-time helpers he tries to organise as wide and varied a range of activities as possible. The use of new techniques should be preceded by courses imparting knowledge which the participants can then apply themselves and also pass on to others; it is essential that the courses shall not unduly restrict freedom to engage in spontaneous activities. The workshop must be available when a child feels an urge to do something with his hands. That is its special value, for, while a child often decides to work with a particular object in view, still more often he just wants to "make something". In both cases, the leader's role is to intervene discreetly, not to teach the child how to do the work but to help him make a success of it and thus give him enough self-confidence to persevere and try something new.

The knowledge, skill and confidence which children acquire in recreational workshops help to give them a taste for independent work with their hands which they will then do by themselves at home. The more the workshop does for them in that direction, the better it is performing its function.

In the countryside, and wherever it is not possible to recruit a full-time leader, recreational workshops can be placed in the hands of a team of voluntary or part-time leaders who will take turns and share out the work.

2.328 Laboratories for young people are increasing in number. The keen interest which older schoolchildren have always taken in science is being increased by the

many publications and radio and television broadcasts designed to popularise scientific topics. For some years past the Council of Europe and UNESCO have also been promoting activities in this field. Various kinds of laboratories for young people have already been opened along the lines of recreational workshops. They reflect the liking of the young for scientific research. They are specially planned to facilitate experimental work and observation. With some expansion and adaptation of their equipment, school physics and chemistry laboratories can be used for the purpose.

2.329 Premises for youth groups

Sight must never be lost of the potential importance of youth group activities for children and teenagers. Even where a recreational centre has been planned along the lines advocated in this study, traditional youth groups remain of great value. Where there are no such groups, as may be the case in new housing districts, they should be set up. They do much to promote close and varied contact between the individual and society. Their organisation enables their members, as a closely knit unit, to assume joint responsibilities and carry out joint projects.

The activities of youth groups have for years been making an appreciable contribution to social education, to which too little importance is often attached. Such groups need material and moral support, especially where they are not supported by associations of adults.

In many cases youth groups make either regular or occasional use of the premises or facilities of community culture and recreation centres. This arrangement is feasible provided that it does not lead to an excessively rigid timetable for use of the premises. Although direct contacts between youth groups and the community centre are desirable, it should not be overlooked, on the one hand, that the centre must remain open to all, so that regular occupation of part of its premises can be allowed only within limits and, on the other hand, that the youth group should be allowed to put its own stamp on their quarters so that their members shall feel at home there. It is advisable, therefore, to provide youth organisations with premises of their own situated as closely as possible to the community centre.

As a rule, the members of a group should be free to plan their quarters themselves and arrange them to their liking, the community centre's workshops, halls, stages and other special premises being placed only occasionally at their disposal.

The cellars, shelters and other basement premises are not suitable for groups, especially children's groups. Their unsuitability is essentially psychological: being out of the way and cell-like, they make for social isolation and a development of sub-cultural tendencies. On the other hand, the basement can be made useful for the storing of materials and for a photography laboratory and other special installations.

2.33 Community centres combined with other public buildings

Some public buildings already have some of the makings of a community centre:

1. Village schools have always been centres of cultural life in the country and in mountainous regions. They can perform this function more effectively if their facilities are adapted, and if necessary expanded.
2. Parish halls perform, in many respects, the same functions as community centres. However, they usually exclude part of the population (unbelievers) and are rarely open all day and to all age groups. The ecumenical movement of recent years may alter the situation.
3. Town centres and shopping areas. It has already been said that in the planning of a new district or housing project the community centre should be treated as

forming part of the central area, where the church, school, meeting halls and restaurants are found and constitute an organic whole.

The school and the community centre

The school combined with the community centre together provide the most satisfactory combination. The requirements of "permanent education" can be largely met by co-ordinating them. The principle of permanent education in its broad sense undoubtedly offers the most promising educational and cultural prospects for society and it is certain that it will take clearer form in the very near future.

In order to secure such co-ordination, it is first necessary to consider in detail the school's and the community centre's joint and several needs for premises, taking into account the special functions of each of them. Possible inter-relationships and co-ordination can then be determined. The school must retain for its sole use the premises that are permanently occupied by its children. Both at school or at home a child must have "a place of his own" in order to make up for all the fleeting impressions he receives every day.

In rural and highland localities, the school has always played the role of a cultural centre; but even there it is necessary today to adapt it to modern needs by improving its organisation and enlarging its premises.

All the rooms which the school uses for its special activities lend themselves well to co-ordination. In addition there will be premises intended specially for recreation, which would also be useful to the school.

Account has to be taken of the following points:

1. Out-of-school activities are marked by a degree of freedom and improvisation, whereas school teaching has to keep to a precise timetable and curriculum and must not be disturbed by recreational activities.
2. Furthermore, the programme of cultural and out-of-school recreational activities must be adaptable to the needs and spontaneous wishes of the inhabitants, both young and not so young. A community culture and recreation centre must therefore have a "common room" that can stay open without regard to school timetables. There must be rooms and open-air spaces that can be used at any hour and throughout the year by children, mothers and elderly people without disturbing schooling. The school should also have the use of these premises from time to time.
3. As for the various rooms that serve all classes (workshops, singing rooms, gymnasia, etc) and open-air spaces, they should be so designed and planned that they can be made available to groups for lectures, celebrations, meetings, etc. This cannot apply to classrooms.
4. To the open-air spaces, playground and sports ground should be added facilities for relaxation (a meadow or grassy walk), play corners for small children and a place for building play. In order to co-ordinate these the school's open-air space should be divided into 3 areas: one for relaxation, one for play and one for work, account being taken of the location of the classrooms.
5. The co-ordination of activities requires programmes and rules laying down the rights and duties of each party concerned. Meetings must be arranged to co-ordinate timetables.

The following tables show the school premises that can be used for recreation, the changes or enlargements that are necessary and the purposes which these premises can serve. They also show the advantages which a school can derive from co-ordination with the recreation centre. They are not a set plan for the allocation

of premises, for this must be suited to local conditions.

NB It would be wrong to maintain that in order to secure such co-ordination the school must be equipped with facilities that have nothing to do with teaching. The facilities for recreational education have much in common with the school's, since they are intended for "permanent education".

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Possible forms of co-ordination

<u>Community centre premises and facilities</u>	<u>School premises and facilities</u>	<u>Additional multipurpose facilities</u>	<u>Remarks</u>
- "common room" with automatic dispenser of hot or cold drinks, fireplace, etc, for meetings, discussions, games, etc, 30-40 seats, about 150 square metres - in addition an adjoining room and hot drinks kitchen - hall, with stage, wings and adjoining storeroom for chairs, for plays, concerts, projections, meetings and possibly eurhythmics, classical dancing, exhibitions and balls; seating capacity 200-300 - club rooms (number depending on needs) for games, group work, lectures, school for parents, permanent education, meetings and afternoons for the elderly, of sizes varying from 30 to 80 square metres	- recreation room, study room for use in free time between classes - light meals service - singing room (about 100 square metres) - assembly hall for school plays, projections, celebrations, concerts, etc - teachers' common room, rooms for group work, school events, parents' meetings, art lessons, courses on use of libraries	- large kitchen if regular meal service; if meals served only occasionally, or if limited means, the school kitchen is enough - possible enlargement of singing room, stage and annexes; stackable individual seats; projection equipment; additional wall cupboards for recreation groups (musical instruments and scores and accessories); possibly second piano for jazz and rhythm - special storage cupboards if these premises are in regular class use	- room for pupils staying at school over lunch time - pupils' canteen; the hot drinks kitchen can be used also for the hall - tiers are not advisable in multipurpose halls; retractable sliding partitions - possibly a soundproof room for recordings; sufficient wall cupboards and lumber rooms for storage of equipment

- the school's science room will serve as a laboratory for young people and as a place for practical work by science clubs
- room for adult education courses
- science room: 75 square metres, plus a room of 20-25 square metres for preparation, collection and material; possibly several science rooms:
 - for physics, 75 square metres
 - for biology and chemistry, 75 square metres
 - in addition, a preparation room of 40-50 square metres
- a special library for the school is unnecessary except for encyclopaedias and specialist works on education (a staff library)
- collections room (size may vary widely)
- art room: 90-100 square metres
- the room housing the school's collections should be developed as a "museum for the young" (no special premises)
- the art room will serve as a lecture room for leisure time activities and, possibly, as club premises
- additional wall cupboards for storage
- separate instruments and apparatus for the school and the recreation courses; if possible, an additional smaller preparation room for groups: 15-20 square metres
- the club room in which the school course on the use of libraries is held must have the same size as a classroom
- glass cases and other installations for occasional exhibitions in centre's "common room", library, halls and corridors
- additional wall cupboards for recreation groups
- possibly a lecture room that can be used as a reading room and, in the evening, for adult education courses
- the children will take more interest in the school's collections if they help in building them up and adding to them; exhibitions jointly with the museum

- school workshops available for courses in leisure time activities and possibly as recreation workshops
- multipurpose workshop about 70-80 square metres; one or more rooms for each technique (all kinds of "do-it-yourself", basket-making, possibly batik work, modelling, pottery, etc)
- the school's needlework room can be used for courses in dressmaking, embroidery, etc
- the school's kitchen can be used for courses in cooking and domestic science
- possible special premises:
 - photographic laboratory, about 30 square metres
 - printing press
 - ceramics kiln
 - large workshop for building boats and stage wings for machinery, etc: 60-100 square metres
 - weaving shop
- workshops for bookbinding, metal work and woodwork: about 75 square metres each
- group work, incidental work, experiments, scale models
- needlework room: 75 square metres
- the school kitchen (lessons in domestic science): about 80 square metres; in addition, 2 adjoining rooms for provisions and cleaning materials
- available for school use
- for courses in leisure time activities:
 - separate tools for the school and for recreation
 - additional wall cupboards for storage
 - lockable machines in a separate room
- if the workshop is used by the school: minimum area 75 square metres, sufficient work places, additional wall cupboards for storage
- additional wall cupboards for storage
- additional wall cupboards
- as these premises are used only briefly or occasionally by the school, no special equipment is needed except for printing a school magazine
- the shelters will provide ample room for stores
- if the school workshops can often be readily used for recreation activities, one additional multipurpose workshop will be enough tools for the school and for recreation must still be separate
- suitable only for courses
- if funds are limited, can be used occasionally as a canteen kitchen

- gymnasium: can be used for afternoon and evening games and sport, for sports and gymnastic groups and for sport for all
- physical training room: 12 by 24 by 5.8 metres, with adjoining room for equipment 2 cloakrooms showers room for the instructors and first-aid
- swimming bath: 8 by 16.66 by 1.2-1.4 metres; changing rooms, showers and storage room
- indoor swimming bath for recreation and the school; the school swimming bath can be used only for swimming lessons
- children's playground with rest areas
- space for play involving physical movement and for sport
- adventure playground (with building area)
- the use of gymnasias by recreation groups is already accepted everywhere
- in small localities it is advisable to build a large indoor swimming bath whose use will not be confined to the school; in larger localities, both a school bath and a public bath are required
- only the play equipment and grass area can be combined
- the kindergarten sandpit must never be open to all
- planning of the ground to be carefully considered; separate playgrounds of different sizes for different uses
- gymnastics area of 30 by 50 metres (with hard surface of 26 by 40 metres), grass playground of 45 by 90 metres (with hard surface of 30 by 50 metres) with fixed gymnastics apparatus
- available for experiments in building and for observation of animals or plants
- in rural areas, one indoor swimming bath is often built for the use of several villages
- the kindergarten sandpit must never be open to all
- playgrounds and sports grounds must stay open during leisure hours!
- open to groups of pupils after school

2.332 The community centre and the parish hall

The aims and the form of these 2 institutions are much the same. Placing them under a single roof nevertheless raises problems where a district's inhabitants are not predominantly of the same denomination or where the centre cannot adopt a neutral position. The ecumenical movement has enabled experiments in various forms of co-ordination to be carried out recently while preserving the centre's neutrality.

In the planning of projects in this field, it is essential to reserve a well soundproofed part of the buildings for purely religious purposes.

Where the organisation of the community and parish centre is a neutral one, a committee must be set up to take charge comprising representatives of each parish and inhabitants of the district to represent the community centre.

Example of co-ordination of premises ("Grünau" project, Zurich, Switzerland)

Reformed parish: premises reserved for the denomination	Catholic parish: premises reserved for the denomination	Community centre for members of both churches and neutral groups
1 room for religious services: 200 places (260 square metres); adjoining extension: 300 places (140 square metres) 1 room for meetings and preparation (30 square metres) 1 parish welfare office (20 square metres) 1 filling room (20 square metres) 1 storeroom (20-30 square metres); small additional spaces 1 room for storing chairs and cleaning utensils 1 flat for the minister (180 square metres); possibility of extension to make 2 flats	1 room for religious services: 350 places (450 square metres) 1 vestry (30 square metres) 1 parlour (25 square metres) 1 room for storing chairs and cleaning utensils 1 flat for the priest (120 square metres)	1 common room with dispenser of hot and cold drinks (200 square metres) 1 hall, with stage and moveable partitions, communicating with the common room; storeroom for furniture (40 square metres); small additional spaces (40-60 square metres) 1 club room (70 square metres) 1 club room (50 square metres) 2 club rooms of 25 square metres; sundry small additional spaces 1 library (120 square metres) 1 room for leaders and office (30 square metres) 2 workshops of 70 square metres (140 square metres); in addition, space for machines and materials (40 square metres); possibility of extension (100-200 square metres); possibly, 1 flat for the general caretaker (120 square metres)
Rooms for religious instruction for the joint use of the 2 denominations and serving also for group work (In co-ordination with the community centre): 2 rooms of 60 square metres for groups (120 square metres) 1 room for groups (40 square metres) 1 small kitchen for hot drinks (10 square metres) possibility of extension to make other small rooms for groups (100 square metres)		

2.333 Recreational facilities as an integral part of the district centre

When new housing districts are planned, the shops and public services are situated at the centre. This is also the place for the recreational facilities, which now form just as much a part of the centre as do the public services.

There is no reason why commerce should monopolise the busiest streets in the centre of a district.

If cultural requirements and the educational needs of society are taken seriously, they must first of all be given the place - in the literal sense - to which their importance in social life entitles them. Proper facilities for daily recreation obviously require that that place should be right at the centre of public life, not on its edge.

2.4 Recreational facilities near towns

Recreational facilities near towns serve mainly for weekends and holidays. There are, however, exceptions in the case of closely built-up towns where there is no longer enough space to provide children with somewhere to play.

2.41 Here open-air centres are often the only way of making good the deficiency. They meet many of the conditions required for an adventure play area. Their only drawbacks are distance and the resulting problems of organisation. They cannot be reached quickly for a little play before or after homework, meals, etc. On the other hand, they encourage the formation of groups, with all their advantages.

The users of open-air centres form groups almost automatically by age, which is in itself an advantage in that some kind of timetable becomes possible. Account can also be taken of the particular interests and the occupations of each group. The various groups cover small children up to the age of 7 or 8, older children up to 11 or 12 and teenagers. In many cases boys and girls stay apart and this tends to diversify activities.

A medium-sized centre may cater for approximately 120 small children (with 2 leaders and 8 assistants), 60 older children (with one leader and 4 assistants) and 80 teenagers (with one leader and one assistant).

The leaders

One leader takes charge of the whole centre, as director. He will have had adequate training and experience. Leaders will be aged 18 and assistants at least 16. Together the team will work out a programme of activities.

The design of the centre will depend on the nature of the landscape (trees, watercourses, topography) but will generally reflect the design of district playgrounds in towns. An area of 15-20 hectares is required.

The open-air areas will include the usual play facilities, equipment for the main kinds of sport and some land in its natural state.

Depending on the size of the centre, the buildings may include a hall (about 200 square metres) with a kitchen and its annexes, multipurpose club premises (games, do-it-yourself activities, etc), sanitary installations (wc's, showers, wash basins, changing rooms), a staff room and an office and annexes (storeroom, space for cleaning materials, etc).

In the larger centres, there should be several buildings, so that it will be easier to form groups.

Centres which are visited by small children should have rooms where they can rest.

Open-air centres on the outskirts of towns are clearly of value. It should not be overlooked, however, that they are only substitutes for squares and recreation centres in the towns, these being much more effective and, in the long run, cheaper.

There are excellent open-air centres in France, while in Scandinavia this kind of facility tends to specialise for example in a particular sport such as cross-country ski-ing, skating or aquatic sports.

Facilities on the outskirts of towns are not usually intended only for children. Nevertheless it goes without saying that anything that prompts a family to make wholesome use of its leisure time has repercussions on the activities of their children.

2.42 Walking paths, ski runs and training circuits are such facilities, and if well sited they are of great benefit in this age of motoring. They must be varied and clearly marked. There should be picnic sites along the way, equipped with benches, a drinking water fountain or tap, somewhere to make fires and elementary facilities for play, which should blend with the landscape. These should include an open space, opportunities for climbing (eg trees with low branches or a treetop house) and possibly swings.

Simply built huts (one about every 3 kilometres) are universally appreciated. They should consist of a big roof on timbers, with benches and tables, to serve as a shelter against downpours. Walking paths should be planned to begin and end near public transport. Further from the towns large car parks should be provided from which walkers can do a round trip or walk to a point where they can find some means of returning to the car. In view of families' varying capacities, there should be walks of different lengths or walks that can be done in stages. As a rule walks should be marked as such and closed to traffic.

Ski runs and tracks for cross-country ski-ing have long been widespread in Scandinavia. Many of them are lit, which is very useful in northern countries where night falls early. This practice is being increasingly adopted in central Europe, and the same conditions apply as for walks.

Toboggan runs must also be marked and closed to traffic. Where a run leads into an ordinary road on which traffic is allowed, the end must be safe; the snow must be swept completely clear over some distance and the track must be regularly sanded or even closed with trusses of hay.

In flat country, slopes for tobogganing and ski-ing can be built up inexpensively with heaps of earth, building material residues, etc.

In recent years, training circuits have been provided in woodland near towns. They are used by old and young and sometimes by whole families.

2.43 Relaxation areas (near large towns)

The growth of industrialisation has brought about a vast expansion of towns, the effects of which have too long gone unrecognised. It is all the more necessary, therefore, to insist on the proper maintenance of areas for relaxation. Extensive green spaces fairly close together are in themselves important as recreation areas for families, and thus for children. Their value can of course be greatly enhanced by a little judicious planning.

What must be done first of all in many countries is to issue orders for their maintenance. They deserve the same consideration as nature reserves.

The siting of areas for relaxation will depend on local geography. It would be desirable to consider giving pedestrians direct access to them from the town's residential areas. Where this is not feasible, the relaxation areas should be easily accessible by road or public transport.

These areas will have 2 main features: quiet areas, with woodland pathways, streams (without any places suitable for bathing) and places to rest, where small numbers of visitors, in search of tranquillity can scatter as widely as possible; facilities for a large number of visitors, such as bathing places, whether supervised or not, provision for aquatic sports, restaurants worth walking to, regional recreation centres etc. Relaxation areas can be so situated as to cater for several localities.

While their size obviously depends on the space available, there should be a good balance between the areas of extensive and intensive use. An appropriate size would be 200-300 hectares, of which about 25 hectares for special activities.

2.5 Holiday facilities

Holidays are very important in a child's development, not only because they take up, on average, a quarter of the year but primarily because of everything the child can experience when he is free to spend day after day doing what he likes and what interests him. Children who spend their holidays at home have the use of the facilities described in the preceding sections. However, their time is spent differently: there are excursions, days of ski-ing, sporting events, etc.

2.51 Holiday camps are particularly enjoyed by children at the age of adventure, though in many countries their popularity has tended to diminish in recent years. This is undoubtedly connected with the wider choice that parents now have in organising their holidays, which encourages family holidays at bargain prices.

At the same time, more is now expected of holiday camps. It is no longer enough to have a change of air and go home looking fit. Holiday camps, like playgrounds, must offer adventure in which one has to pull one's weight and take a bit of responsibility.

The value of the accommodation in holiday camps does not depend on their comfort but on all the possibilities they offer. The simplest quarters are to be preferred to luxury such as too often turns the young into mere consumers passively taking their ease. This does not mean that the kitchen equipment, sanitary installations etc should not be of the best.

Another point that should not be overlooked in the planning of a holiday camp is optimum use of the premises. The summer holiday period is too short to allow for visits lasting more than a fortnight. If the buildings are so planned that school camps, too, can be held there, they can be used over more of the year.

2.511 Planning principles

The optimum number of children in a holiday camp varies between 80 and 100. The camp will be divided by age groups: 6-8, 9-11 and 12-14. Each of these groups, which may have between 25 and 40 children, will be sub-divided into smaller groups, each with its own leader. The number of children in each small group will vary with age, for example, 8 for 8 year olds, 10 for 10 year olds and 12 for children aged between 12 and 14. No leader should be in charge of more than 12 children. "Dynamic" planning of the camp calls for adaptation of its premises to the needs of the children's education, health and protection.

A simple and airy layout

Holiday camps should be run on simple lines. The children's living conditions must be comfortable, hygienic, healthy and safe but there must be no luxury.

In the case of a temporary camp, the amount of investment must be very carefully calculated.

Where the cost is to be paid off in 20-30 years, light building materials are advisable, but this does not mean that solidity and careful architectural design can be

neglected. Indeed, the overall aesthetic effect will depend to a considerable extent on a logical layout and on the surroundings. The camp must blend with the landscape.

In drawing up the general plan of the holiday camp it should be borne in mind that children spend much time playing out of doors, especially on sunny days.

Provision should therefore be made for a fairly large play area such as a meadow, which if necessary, will be prepared for the purpose and provided with plots of shade here and there.

Obviously the planning will have to take account of the aspect of the site, including any contours or other irregularities.

A bungalow arrangement

In all cases except in highland regions where the premises are used for winter sports lessons, bungalows are advisable. Their cost may be a little higher than that of buildings with several storeys, but they make for greater flexibility in the camp's activities. Bungalows encourage children in the large groups to be independent and adaptable, which is of great value educationally.

The various bungalows could be distributed approximately as follows:

meal service: kitchen and immediate annexes, provisions, housekeeper's office, dining rooms for the children and staff, cloakrooms and sanitation installations;

bedrooms, with sanitation;

laundry, daytime sanitary installations (showers, lavatories, wash basins) and linen room;

infirmary and services;

administration, staff housing and recreation;

workshops for various activities.

The minimum area required for building a holiday camp for 96 children, including play areas is about 1 1/2-2 hectares.

The common services should be housed with the dining rooms and there should be direct access to the kitchen from outside.

The bedrooms should be situated away from the common services.

The infirmary should be away from the groups in quiet surroundings.

The administration and the staff bedrooms, living room and library should similarly be sited apart so as to ensure greater freedom of action and the necessary quiet.

The workshops should have room for 12-20 children. They can be scattered around the property for the sake of independence. Care should be taken with the aspect of all the buildings. Thus the dining rooms will be to the south-east, (south-east to west), the kitchen north-west, the bedrooms east or west (possibly east-south-east or west-north-west) and the sanitary installations north but taking account of the direction of the prevailing winds in the case of the wc's.

Also to be considered are the questions of convenient access to the buildings, ease of movement from one building to another, the need for quick evacuation in case of fire - all of which are arguments for single storey buildings.

Nevertheless, buildings with not more than 2 storeys above the ground floor are not to be dismissed out of hand. They are indeed advisable in the case of camps situated at an altitude which may be used at Christmas and Easter or for lessons in winter sports. In such cases routes outside the buildings must be very carefully planned, and the kitchens, dining rooms and day time sanitary installations must be situated on the ground floor. So must the infirmary to keep it separate and for practical reasons.

2.512 Example of mixed holiday camp arrangements

(for 100-110 children aged 6 to 12)

(French proposal)

It is desirable to provide buildings in comparatively light materials but adapted to the climate, with a single storey whenever possible so as to encourage the children and supervisors to stay in the open air.

Organisation

A holiday camp for 100-110 children will be divided into 3 main groups:

- 1 for small children aged 6 and 7 (28-30 children); 4 assistants;
- 1 for children aged 8, 9 and 10 (32-36 children); 4 assistants;
- 1 for older children aged 11 and 12 (32-36 children); 3 or 4 assistants.

1. Eating arrangements

Stores

- Reception
- Perishables stores
- Stocks
- Cold storage (2-3 cubic metres)
- Fuel store if required
- Housekeeper's office

Kitchen etc

Place for peeling and cleaning vegetables and other foodstuffs:

- peeling machine, 2 sinks, shelves, refuse bins

Kitchen:

- sink for washing cooking pots
- cooking facilities:
 - double service range
 - boiling pots (120-150 litres)
 - electric oven (120 square decimetre base)
 - automatically filtering deep frier
- space for the foodstuffs to be used during the day
- space for preparation of foodstuffs
- space for cooking pots
- space for cooking utensils

- space for dishes
- space for mixer and potato peeler accessories
- sink for washing hands and occasional utensils
- working surface
- machines (preferably 40 litre mixer)
- water heater (400-500 litres)
- refuse bins
- stock of coal, if required

Pantry

- space for preparing food and drinks not involving cooking: bread, desserts etc
- dishes distribution point
- collection point for washing-up
- washing-up point:
 - 2 twin-tub units or one dish washing machine
- refuse bins
- wall cupboards for plates etc (if possible opening on to dining room and pantry)
- plenty of working surfaces

Dining rooms

- 3 dining rooms each with 36-40 places for the children and leaders:
 - there should be tables that can be joined together so that the children and leaders can sit at 2 tables or more
 - square or rectangular tables seem preferable to other shapes because they allow for various kinds of groups in different circumstances
- 1 dining room with 12-15 places for the staff
- somewhere to keep table napkins

Sanitary installations

- wash hand basin for the children)
- wc for the children) connecting with the washing facilities
- 1 wc with wash hand basin and coat rack for the staff
- possibly an individual shower closet for the staff

2. Sleeping arrangements

"Sleeping units"

There should be 3 "sleeping units" each with its own entrance and isolated from the noise of the others. This does not necessarily mean separate buildings: optimum use will be made of the lie of the land and the climate.

- 1 "sleeping unit" for the small children, 28-30, with 4 assistants (boys' and girls' rooms). No assistant should be in charge of more than 7 children. There should be one 4 bedded room for boys and one for girls, each communicating with the assistant's bedroom.
- Two "sleeping units" for older children. The main group may be dealt with in one of 2 ways:
 - 1 "sleeping unit" for the group, with separate accommodation for boys and

- girls (either half and half or 2/3-1/3 throughout), or
- the boys' and girls' quarters to accommodate boys and girls from different main groups.

Size of bedrooms

There are 2 possibilities:

- 6 children's rooms with 5 or 6 beds each, plus 2 rooms for the assistants, or
- 9 children's rooms with 3 or 4 beds each, plus 2 rooms for the assistants.

An assistant's room should be of the same size as a children's room. In this way the location of children's and assistants' rooms can be changed as required.

Storage space

Every "sleeping unit" should be provided with storage space:

- for individual children, to keep personal belongings and linen in;
- in each room or for each small group, for hanging clothes and keeping shoes and suitcases.

Washing facilities

There should be 3 washrooms, one for each "sleeping unit".

Each washroom should have:

- one section equipped with:
 - individual wash basins (at least one for 4 children) of a suitable height, with shelves to put toilet articles on, somewhere to keep toilet articles and somewhere to put pyjamas and towels while washing
 - mirrors at a suitable height
 - racks for toothbrushes, mugs and other toilet articles (comb, soap, brush etc) during and after washing
 - rails for towels and face cloths
 - a separate wash basin and bidet for assistants' use
- one section equipped with:
 - 3 or 4 individual curtained-off time-controlled warm water showers; one shower can be enclosed and reserved for assistants' use
- one section equipped with:
 - 3 or 4 wc's with low seats (37 centimetres), each with its own flush and lavatory paper.

Notes on the washrooms

The washrooms should be so designed that the noise of children washing or flushing the lavatories does not disturb children still asleep in nearby rooms.

The wash basins and wc's should be easily accessible from the outside, so that they can be used night and day.

Other points

Each "sleeping unit" should have storage space for cleaning materials, etc, a tap for filling buckets and a run-off for the dirty water.

3. Activities

The facilities should be dispersed as widely as possible over the property, which should have empty spaces of a total area of not less than one hectare. They must allow of the division of the children into groups as required by the organisation of camp life.

There should be 3 areas of activity, one for each main group of children. Each area should be sited near the group's sleeping quarters and should make provision for:

Manual activities

- a hall for each main group, equipped simply with:
 - strongly built trestle tables and stools
 - cupboards for storing equipment and materials for the various activities: water, sand and modelling, painting and drawing, cutting out and folding, sewing, woodwork etc
- shelters, clearings etc for activities of groups of not more than 10-12 children

Outdoor activities within the camp

The facilities will vary with the children's age group (for small children there should be at least one corner in which to play with water):

- open-air games
- singing games and group dancing
- gardening

Nature activities

- aquarium, vivarium

Activities of self-expression

- dramatics, puppet shows
- readings, story-telling, letter-writing

Household activities

- cleaning
- cooking, etc

Full use should be made of all available premises and areas suited to the various activities, care being taken at all times to ensure the children's safety.

4. Infirmery and medical care

Siting

This should meet the following conditions:

- the premises must be in one place if possible
- they must be in a building or part of a building away from the children's daily life
- they must have easy communication with the general services (food) and administrative centre

Premises

There should be:

- a place for the children to wait in
- a surgery with hot and cold water
- a place for medical examinations
- 2 3-bedded wards for sick children
- one or 2 observation wards for children with infectious diseases
- a nurse's room, with wash basin, in the middle of the children's wards
- a washroom with 2 or 3 wash hand basins, a sit-up bath with shower, a bidet and one or 2 wc's
- an office for the nurse, for the infirmary's records

5. Hygiene and upkeep

Sanitation

As already indicated, there should be proper washing facilities in the sleeping quarters, wash basins in the kitchen area and dining rooms, wash basins and a washroom in the infirmary and wc's in the sleeping quarters, dining rooms, kitchen area and infirmary.

General hygiene

One possible plan would be:

- laundry with linen sorting baskets and working surfaces
 - sinks for soaking
 - 10 kg washing machine preferably semi-industrial
 - spin drier
- clothes driers outside and inside (in rainy areas)
- fully equipped linen room
 - table and ironing board
 - sewing machine
 - supply of haberdashery
 - individual storage shelves (to be planned in liaison with storage space in sleeping quarters)
 - hanging wardrobe (to be planned in liaison with space in sleeping quarters)
- complete installation for hot water production
- maintenance workshop with tools for staff use only

6. Administrative centre

Siting

The administrative quarters could be divided up.

Premises

They should include:

- an office with telephone, desks, filing cabinets, closely related to the children's daily life
- possibly a reception room for families

- a meeting room for the team of leaders, with files and desks
- if possible a place for the leader of each large group to work in, situated near the group's sleeping quarters
- a bedroom with washing cubicle or wash basin for each member of the management (director, assistant, housekeeper); these rooms may be situated in different sectors
- a visitors' bedroom, if possible
- a wc near each room
- 4-8 well equipped bedrooms for the staff, with individual wash basins, depending on whether staff can be engaged locally; these rooms should be situated away from the children's quarters
- one or 2 wc's
- a garage
- a caretaker's lodging, if required, with 2 or 3 main rooms, kitchen, washroom, cellar or storeroom

2.513 Holiday camps specialising in particular activities, especially for teenagers, are increasingly successful in some countries. A great variety of subjects is possible: musical holidays for young instrumentalists and singers, sporting activities, such as aquatic sports (sailing, swimming, etc), riding and mountaineering and scientific topics (fauna, flora, geology, astronomy, meteorology, etc), which scientific clubs have greatly helped to popularise.

It would be desirable to convert more and more youth holiday centres and camps or youth hostels to such purposes, in accordance with the situation of each.

Children's circuses are one form of specialised holiday camp. They are to be found in Holland and Switzerland. Children of different ages work out a programme in a recreation centre during the winter and take it on tour during the summer holidays. Such a circus thus combines daily recreation with holiday adventure. In addition to the creative ideas it suggests, it is an excellent means of social, and even potentially curative, education.

2.514 Country or mountain schools as holiday camps

Many country or mountain schools are closed during the summer. Yet they could be built and equipped at little cost in such a way as also to serve as holiday camps. The additional facilities could even serve partly for the local population's leisure time activities.

The premises required for this purpose are:

1. dormitories: permanent ones in the attics (which could be used as sleeping quarters throughout the year) or in empty classrooms
2. kitchen: the school kitchen
3. living rooms
4. sanitary installations: a sufficient number of wc's and washrooms

A gymnasium, workshops and showers are also desirable.

2.52 Family holidays

2.521 Youth hostels would serve children much better if they did more to meet the requirements of travelling families. What is most needed to encourage families to go away on holiday is to provide small dormitories of about 6 beds with wash basins and cooking facilities. Such requirements should be taken into account primarily

when hostels are being built. Furthermore, what is desirable in holiday camps is equally so in youth hostels.

2.522 Camping sites should be provided with playgrounds, pools and play apparatus in at least the same way as any housing complex.

2.523 Family holiday lodgings are certainly the main aid to schoolchildren's holidays. It is thus of great importance to promote a greater supply of cheap lodgings, with the help of individuals and the authorities.

2.524 The idea of holiday villages is of special interest. In Scandinavia there are already very many small villages with small wooden houses whose simplicity is particularly suitable for children. So that the child's needs are not too utterly contrary to the parents' justifiable desire for a minimum of comfort, holiday villages should be equipped with a few practical conveniences (easy-to-run kitchen, refrigerator, etc). The washing machine, ironing room, etc can be housed in a central building.

The children should have opportunities for a wide variety of games on a natural or, if necessary, specially made playground as like an adventure playground as possible.

A leader could play a particularly useful role here. Nowhere else is it easier to encourage families to take part together in sports, games or music.

2.525 Children do not usually feel at home in country holiday resorts without facilities suited to their needs. As a rule these resorts should provide the same facilities for play and recreation as any residential area. If a resort's hotels or tourist office draw up a special programme for their visitors' children, care should be taken to see that it provides enough opportunities for the children to engage in activities of their own choosing. What is provided should not be merely attractive: careful preparation is necessary with due regard to all the educational aspects of the question. This calls for dynamic, qualified, competent staff and for continuity. A well prepared holiday programme will have repercussions on the children's recreation far beyond the holiday period.

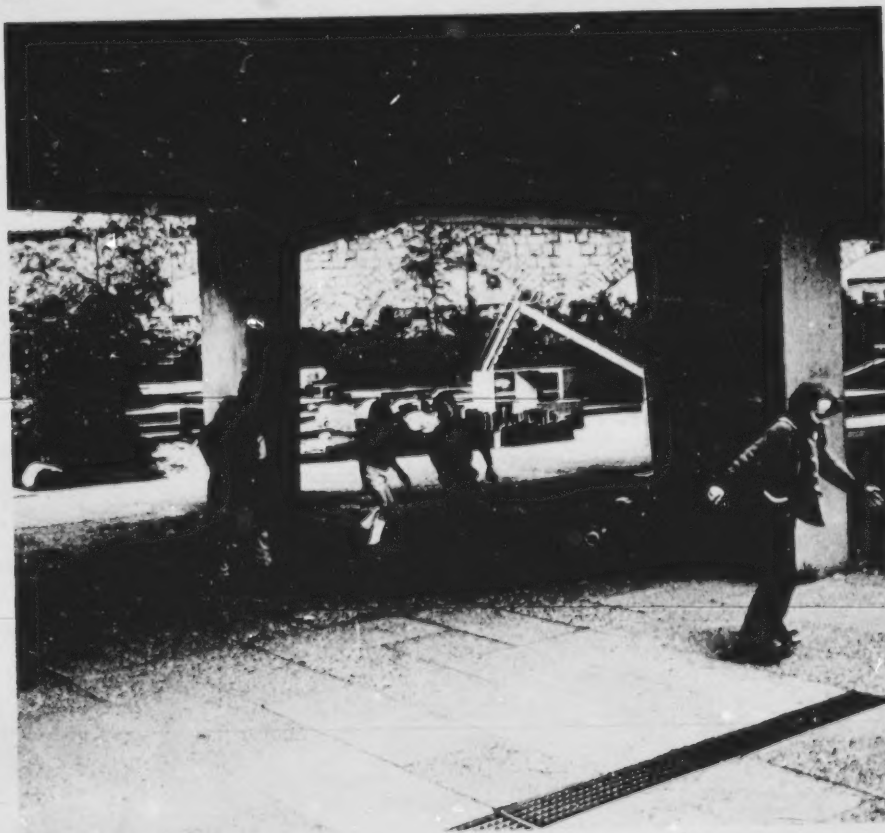
3. Examples of play and leisure facilities

The following descriptions of play and leisure facilities are intended to communicate the maximum amount of information ideas and experiences on the basis of some of the more typical examples. It should constantly be kept in mind that each example mentioned was designed in terms of its specific environment and would therefore require adjustment if incorporated into a general master scheme.

3.1 Indoors

3.11 Ground floor play area, Zurich (Switzerland)

The ground floor is open and accessible from all sides; it constitutes an ingenious extension of the normal playground since children can play there even when it rains. The house entrance is so placed that the passages do not encroach upon the play area. Children can "furnish" the covered play corners according to their own ideas.

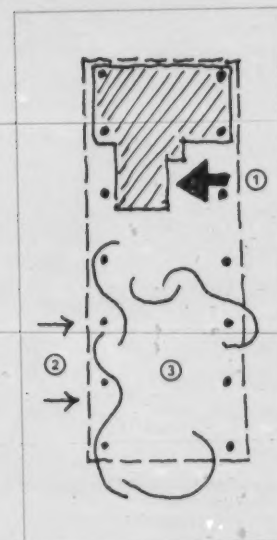


Legende / Key / Légende:

- 1 Hauseingang
- 2 Windschutz
- 3 Spielplatz

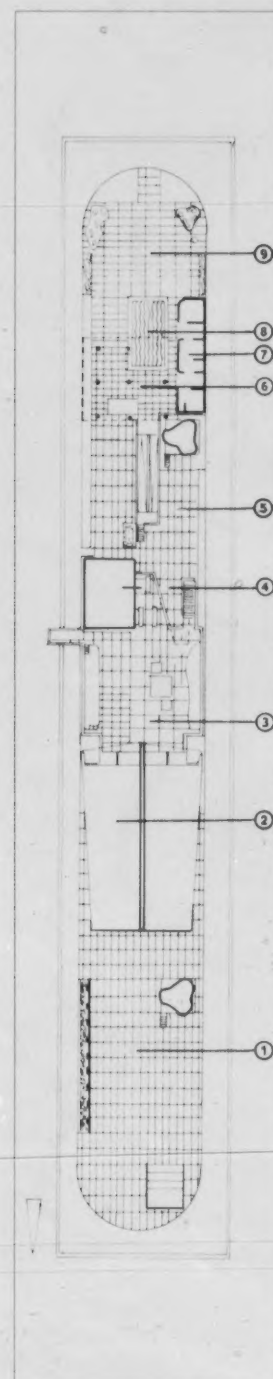
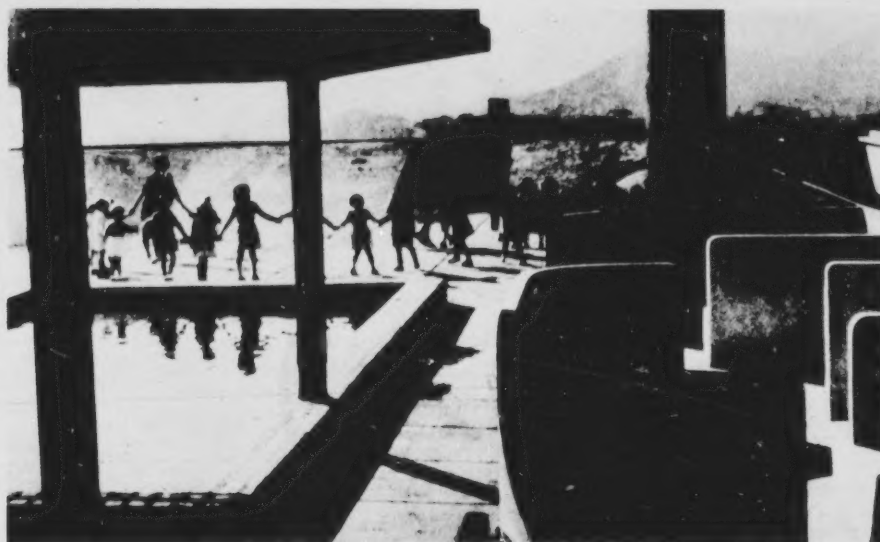
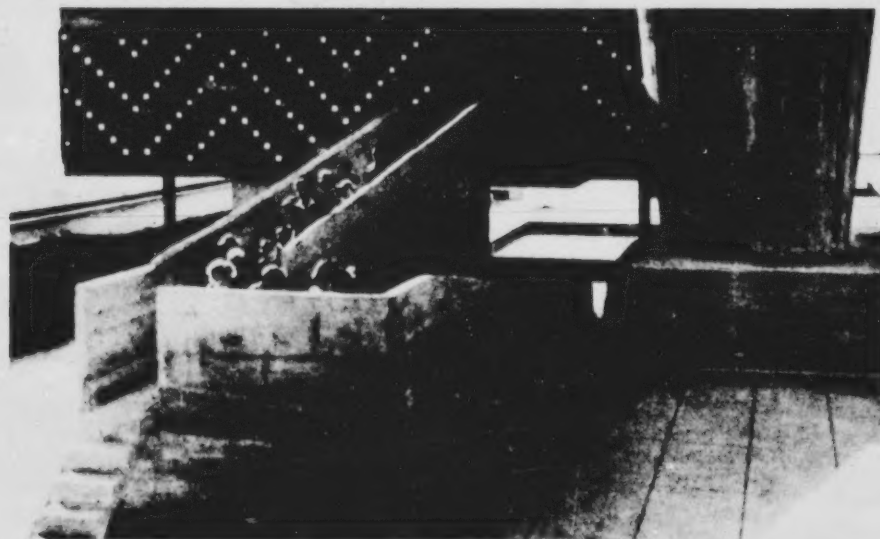
- 1 Entrance staircase
- 2 Screen
- 3 Playground

- 1 Entrée cage d'escalier
- 2 Abri contre le vent
- 3 Place de jeu



3.12 Play area on the terrace of the "Unité d'habitation Le Corbusier", Marseilles (France)

A large play area has been set up on the roof of the 17-storey "Unité d'habitation" (337 flats) designed by Le Corbusier, and also serves as a community centre for residents. Various kinds of games are open to children; neighbours meet for games, sport or festivities.



Legende/Key/Légende:

- 1 Dachterrasse, auch als Freilichttheater benutzbar
- 2 Turnhalle
- 3 Terrasse mit
- 4 Aufzügen
- 5 Spielfläche
- 6 Kinderkrippe
- 7 Spielnischen
- 8 Planschbecken
- 9 Spielterrasse

- 1 Part of the terrace, which can also be used as an open-air theatre
- 2 Gymnasium
- 3 Terrace with
- 4 Lifts
- 5 Play areas
- 6 Day nursery for toddlers
- 7 Play recesses or corners
- 8 Paddling-pool
- 9 Games terrace

- 1 Partie de terrasse utilisable aussi comme théâtre en plein air
- 2 Salle de gymnastique
- 3 Terrasse avec
- 4 Ascenseurs
- 5 Surfaces de jeu
- 6 Crèche ou garderie pour les tout-petits
- 7 Niches ou coins de jeu
- 8 Bassin à patauger
- 9 Terrasse de jeu

3.2 Playgrounds within housing estates

3.21 Children's playground in a housing estate Kiruna (Sweden)

In the small mining town of Kiruna, 100 kilometres north of the Polar circle, extreme climatic conditions must be catered for. Winter is long, harsh and dark; particularly well-designed facilities are therefore needed

to encourage play and other activities and stimulate the child's energy.

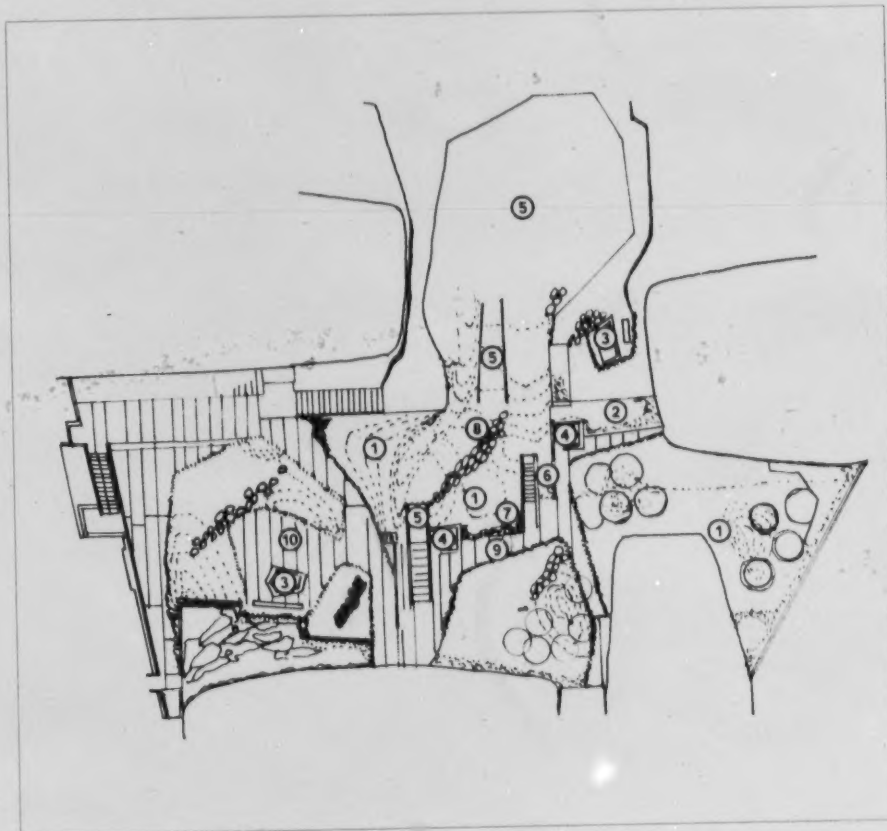
The playground is surrounded by houses, in the absence of trees and shrubs which grow very slowly in this climate. Intelligent use has been made of different levels thus creating an atmosphere most conducive to play. The various sections blend together although a natural distinction between age groups and interests is maintained.

Legende / Key / Légende:

- 1 Gras
- 2 Blumen
- 3 Sandgrube
- 4 Sitzecken
- 5 Rutschbahn
- 6 Ski-Mulde
- 7 Steine
- 8 Hüpfsteine
- 9 Hartbelag
- 10 Hartbelag/ Eisplatz

- 1 Grass
- 2 Flowers
- 3 Sandpit
- 4 Balcony-rest corner
- 5 Slide
- 6 Ski-jump
- 7 Cobbles
- 8 Large stones
- 9 Hard-surfaced playground (concrete slabs)
- 10 Hard-surfaced playground/ ice-rink

- 1 Herbe
- 2 Fleurs
- 3 Tas de sable
- 4 Coin de repos
- 5 Toboggan
- 6 Pente pour le ski
- 7 Pierres
- 8 Bornes à sauter
- 9 Terrain à revêtement dur
- 10 Terrain à revêtement dur/ patinoire



**3.22 Playground in the Heiligfeld housing estate,
Zurich (Switzerland)**

Environment: Housing estate containing 500 dwellings of varying dimensions.

Form: The whole centre of the estate is banned to traffic, and pedestrian thoroughfares are paved with bitumen.

Roads leading to the children's playground and to food shops are for pedestrian use only. The construction of high-rise buildings made it possible to retain more open space, which is concentrated in the middle of the estate and divided into several play areas.

Children's corners: These are in immediate proximity to the buildings, (50 m), so that mothers can keep an eye on their children from their flats.

The playground for older children is located between an industrial complex and the last residential block: the living-room side of this building is away from the playground, so that there is no real noise problem for the residents. Most of the play apparatus is in this playground, which has a hard surface for games (convertible to a skating rink in winter), a drinking fountain and close by a large sandpit. There are miniature houses for make-believe games and a slight slope separates this "open-air games room" from the larger playground. Mothers relax here in summer, and in winter it is used for tobogganing. Well sheltered rest corners are scattered throughout.

The Zurich parks and gardens department is responsible for the playground: there are no superintendents or group leaders.





Legende / Kev / Légende:

- 1 12gesch. Turmhaus
- 2 8gesch. Laubenganghaus
- 3 4gesch. Wohnbau
- 4 Läden
- 5 Werkstätten, Garagen
- 6 Kirche
- 7 Kindergarten
- 8 Park
- 9 Kinderspielplatz
- 10 Restaurant
- 11 Schwimmbad Letziggraben
- 12 3gesch. Zeilenbau, alt
- 13 Schlittelhügel
- 14 Spielplätze für Kleinkinder

- 1 12-storey block of flats
- 2 8-storey block of flats with balcony
- 3 4-storey block of flats
- 4 Shops
- 5 Workshops and garages
- 6 Church
- 7 Kindergarten
- 8 Park
- 9 Playground
- 10 Restaurant
- 11 Swimming-pool
- 12 Rows of old three-storey houses
- 13 Sledge-run
- 14 Play corners for small children

- 1 Immeuble de 12 étages
- 2 Immeuble de 8 étages
- 3 Immeuble de 4 étages
- 4 Magasins
- 5 Ateliers/garages
- 6 Eglise
- 7 Jardin d'enfants
- 8 Parc
- 9 Place de jeu
- 10 Restaurant
- 11 Piscine
- 12 Rangée d'immeubles de 3 étages
- 13 Pente à luger
- 14 Coins de jeu pour les petits



3.23 Sättra housing estate, Gävle (Sweden)

(Built between 1965 and 1970 and comprising approximately 1,900 flats.)

The estate is built around a 20 hectare park: the town plan shows how the park was designed while urban development plans were being studied. A stream runs through the estate and on either side may be found the shopping centre, schools, day nurseries and large wooded areas which contain a play area, football pitch, a grass field and a hill artificially constructed out of excavated earth intended among other things for winter sports. The area which appears on the diagram is located in the north-west corner of the ground and comprises approximately 300 flats. The traffic-free precinct within the area contains a pedestrian thoroughfare, play areas for young children and other playing grounds. A thin layer of top-soil around existing large trees and rocks has been sown to grass, quickly giving a com-

pletely natural environment. The entrances of the buildings are connected with infants' play areas and large bicycle shelters.

The peripheral approach system for traffic has been consistently employed and parking areas are subdivided by existing vegetation. The walking distance between approach points and the entrances to buildings is not more than 80 metres.



Legende / Key / Légende:

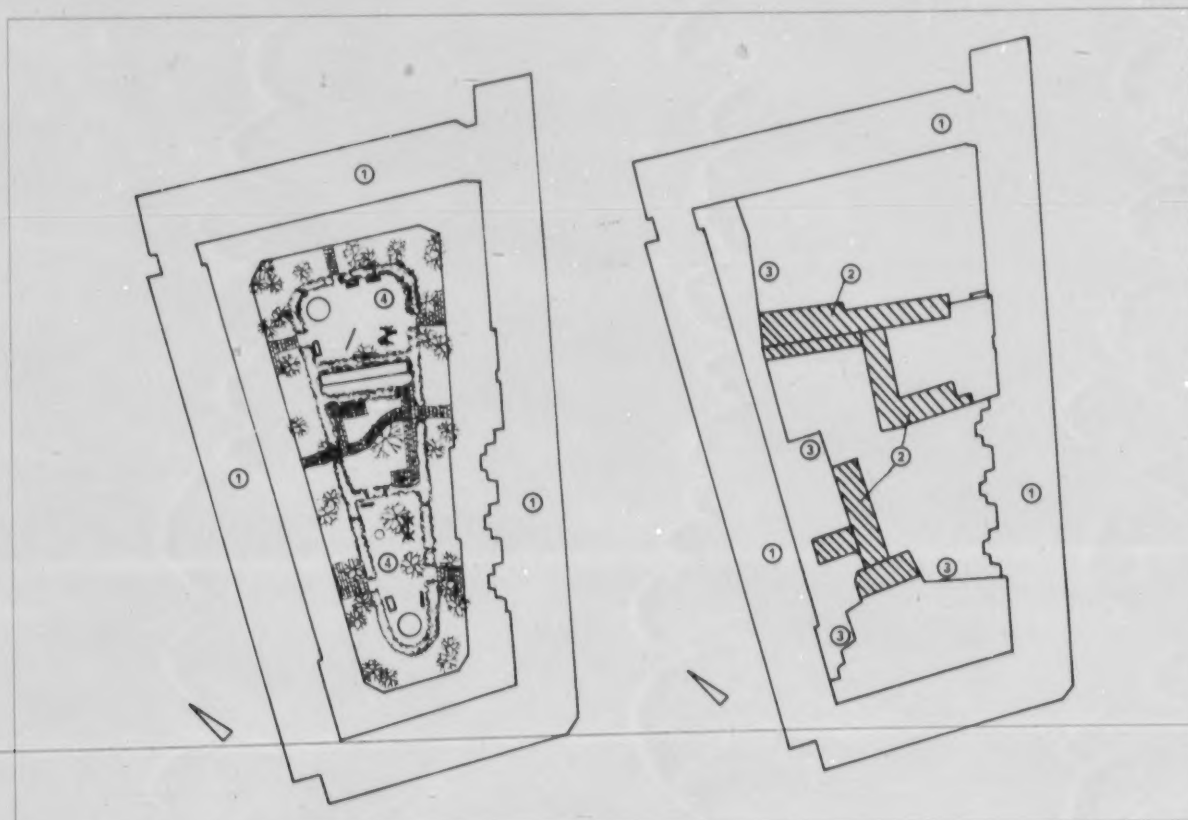
- 1 Einkaufszentrum
- 2 Schule
- 3 Spielpark
- 4 Hausnahe Spielplätze
- 5 Parkplätze
- 6 Fussgängerwege
- 7 Schlittelhügel

- 1 Shopping-Centre
- 2 School
- 3 Play-park
- 4 Playgrounds
- 5 Parking
- 6 Footpath
- 7 Sledge-run

- 1 Centre d'alimentation
- 2 Ecole
- 3 Parc de jeu
- 4 Places de jeu
- 5 Parking
- 6 Chemins pour piétons
- 7 Pent à luger

3.24 Play areas in older quarters; renovation of an inner courtyard in Copenhagen (Denmark)

The city of Copenhagen has shown by renovating its old quarters that play areas can be constructed despite the most difficult conditions. The example given shows an inner courtyard before and after renovation.



▲ *Legende / Key / Légende:*

- 1 Mehrgeschossige Wohnhäuser
- 2 Einstellschuppen
- 3 Grenzzäune
- 4 Neuer Spielplatz

- 1 Multi-storey flats
- 2 Shed
- 3 Fences
- 4 New play area

- 1 Immeubles de plusieurs étages
- 2 Hangar
- 3 Palissades
- 4 Nouvelle place de jeu

Legende / Key / Légende:

- 1 Spielplatz für die Grösseren mit Bewegungsgeräten
- 2 Spielplatz für die Kleinen

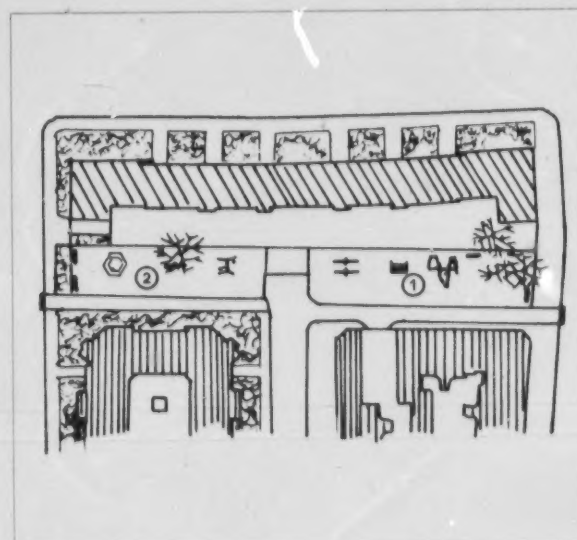
- 1 Play area for bigger children with apparatus for games of movement
- 2 Play area for small children

- 1 Place de jeu pour les plus grands avec engins pour les jeux de mouvement
- 2 Place de jeu pour les petits

3.25 "Musholm Gade" street playground, Copenhagen (Denmark)

This street was designed not only for vehicular traffic but also as a play area. Bigger children play games of movement on the side of the street which also serves as a thoroughfare to a private property.

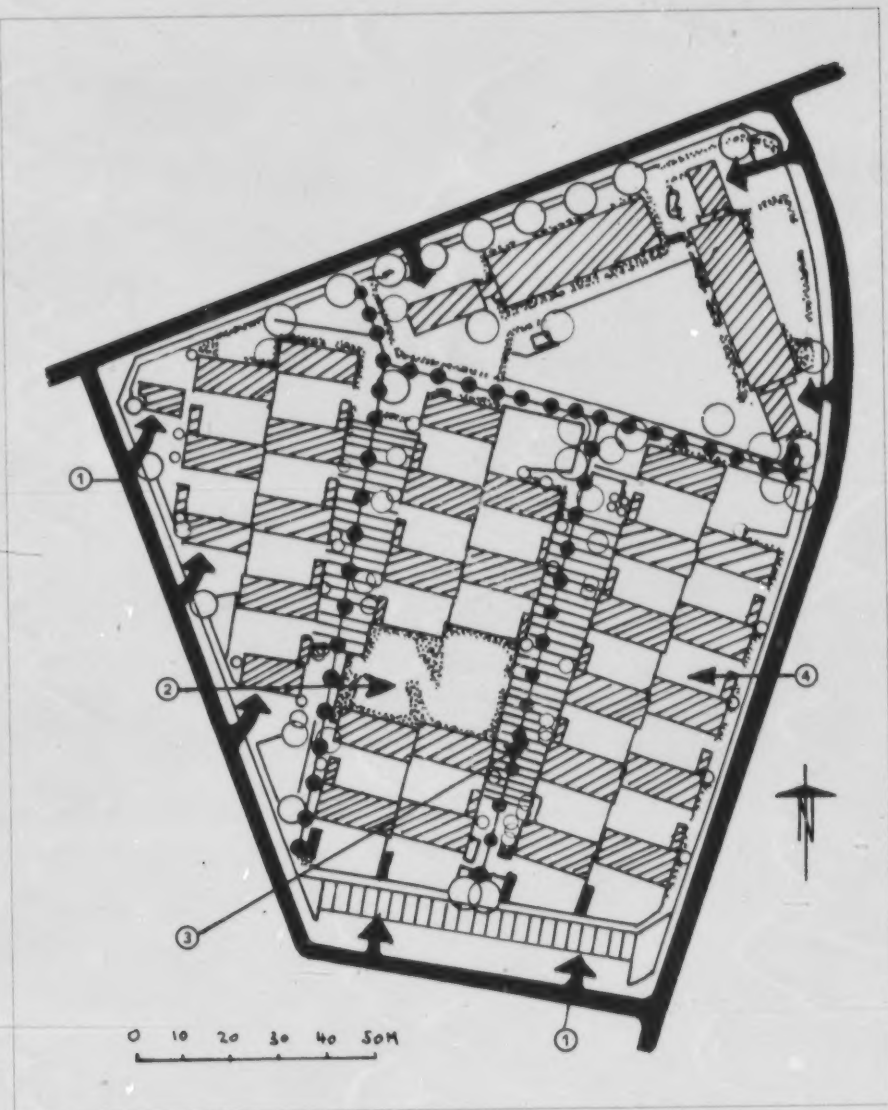
- Play area for bigger children with apparatus for games of movement.
- Play area for small children.



- 1 Zufahrtsstrassen
- 2 Spielplatz
- 3 Spielstrasse
- 4 Garten

- 1 Motor traffic
- 2 Playground
- 3 Play Street
- 4 Garden

- 1 Routes
- 2 Place de jeu
- 3 Chemin de jeu
- 4 Jardin



3.26 Play area for a residential quarter: Falken, Nyköping (Sweden)

This housing estate is one of the first residential quarters in which motor traffic has been systematically separated from pedestrians. There are garages and parking areas along the streets, and the whole central area is banned to traffic; pedestrian thoroughfares are also used for play. Playgrounds are located in the centre and are thus accessible without danger.

3.27 Playground constructed by parents: Lichtensteig (Switzerland)

(The do-it-yourself playground.)

The centre of Lichtensteig, a small town in Toggenburg (Switzerland), has retained its medieval aspect. In the fifties, the town underwent rapid expansion and

the number of buildings exceeded all expectations. In 1964, following certain difficulties, the municipality added the following article (No. 51) to its regulations: "When new buildings or groups of five or more houses are built, children's play areas must be created on private ground, in accordance with possibilities. These playgrounds must be sheltered from the wind, sunny and away from traffic and their surface area should be calculated on the basis of one-tenth of the total floor space."

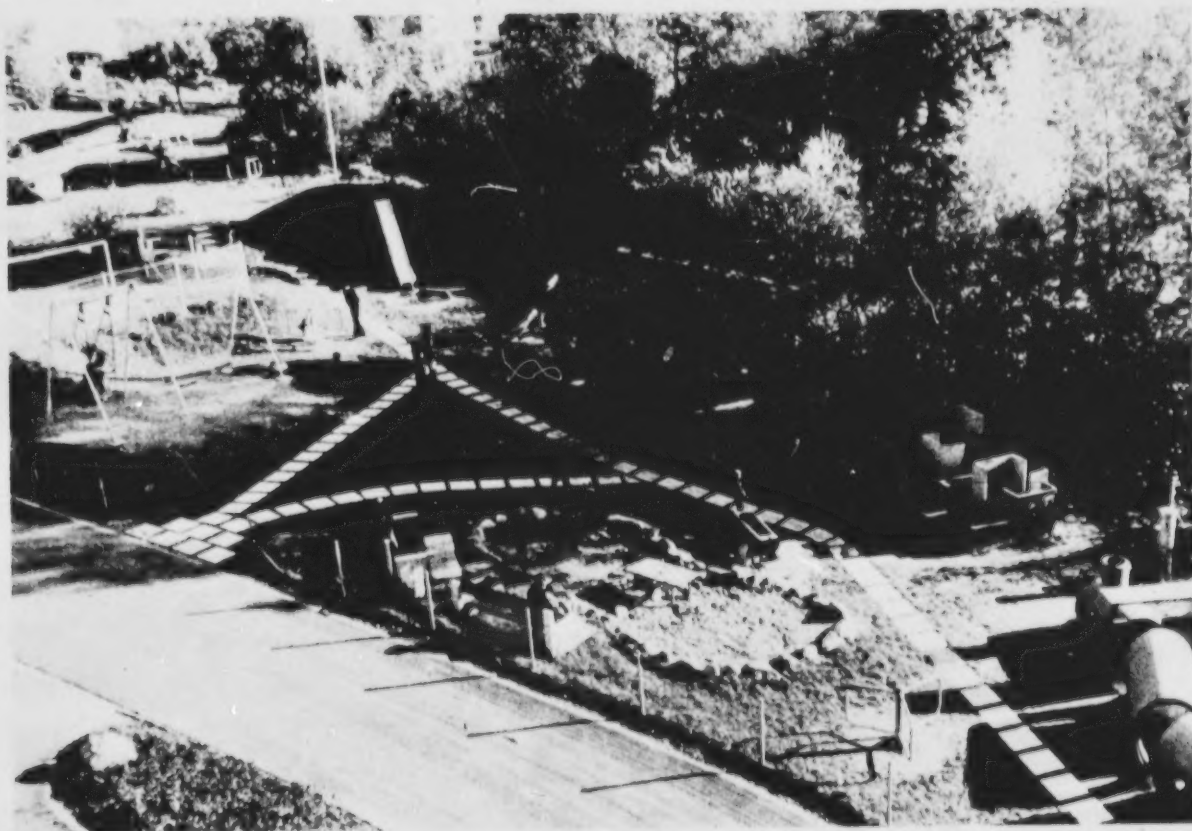
Experience showed that one-tenth was insufficient, and new provisions were accordingly added to the plans for future building sites: "Between each row of houses, play areas open to sunlight should be built on level ground; their surface area should be equivalent to one-fifth of the total floor space." An adequate legal basis was thus established for new housing areas; but there was nothing of the kind for those already in existence.



Legende / Key / Légende:

- | | | |
|---------------------------------|--|--|
| 1 Spielwiese | 1 Football pitch | 1 Terrain de football |
| 2 Altes Auto und Traktor | 2 Old car and tractor | 2 Vieille voiture et tracteur |
| 3 Kletterbogen | 3 Climbing-bridge | 3 Pont à grimper |
| 4 Alte Dampfwalze | 4 Old steam-roller | 4 Vieux rouleau compresseur |
| 5 Hartbelag | 5 Hard-surfaced playground | 5 Terrain de jeu à sol dur |
| 6 Bänke | 6 Seats | 6 Bancs |
| 7 Hügel | 7 Small mound | 7 Monticule |
| 8 Rutschbahn | 8 Slide | 8 Toboggan |
| 9 Trulle | 9 Roundabout | 9 Tourniquet |
| 10 Schaukeln | 10 Swings | 10 Balançoires |
| 11 Wippen | 11 Seesaws | 11 Balançoires à bascule |
| 12 Pavillon | 12 Pavilion | 12 Pavillon |
| 13 Brunnen | 13 Drinking-fountain | 13 Fontaine |
| 14 Tunnel | 14 Crawling-tunnel | 14 Tunnel à ramper |
| 15 Spieltische | 15 Small tables | 15 Petites tables |
| 16 Sand | 16 Sandpit | 16 Fosse à sable |
| 17 Labyrinth und Puppen-theater | 17 Concrete blocks forming a maze and puppet theatre | 17 Eléments de béton formant labyrinthe et théâtre de marionnettes |
| 18 Spielhäuschen | 18 Play-houses | 18 Maisonnettes |





The need for playgrounds in these sectors was quickly felt. Unfortunately the municipal budget was already considerably depleted by other building expenses, and the town was unable to meet within a reasonable period the building costs involved. The sum of 15,000 F was inadequate since estimates ranged from 35,000 F per playground.

Only through the enthusiasm of residents that construction of the required playgrounds was made possible; they built them themselves by voluntary labour in their free time. Two playgrounds have been opened in this way: the financial resources of the municipality were adequate for the provision of the requisite material and even an occasional snack during the heavy work.

<i>Total expenditure</i>	Playground "Platte"	"Stadt Au"
Land (provided by the municipality)	550 m ²	1,200 m ²
Public monies made available	15,000 F	20,000 F
Expenditure	14,424 F	19,410 F

(Each previous estimate was for 35,000 F)
Moreover the building of the playgrounds was not the

only result! Residents have become neighbours, inhabitants citizens: they continue to maintain the playgrounds, they feel responsible for them, above all they are much more aware of the pedagogical and material value of such facilities. Getting down to the job oneself is more effective than extracting money from the public coffers, and this example will be followed until all the playgrounds necessary are built.

3.28 Parks and gardens in Stockholm (Sweden)

These park playgrounds, which have been in existence for 35 years are equipped to provide children under 15 with the possibility of play within the town itself. In 1937 there were nine and by 1970 more than 140, of which 77 are open all year round. They provide children with opportunities for a great variety of games and activities. Their purpose is to prevent children from playing in busy streets and other unsuitable places, and to encourage them to make active use of their leisure time and play with other children. They are designed for pre-school and school children.

One or more *monitors* are always present to encourage children to take initiatives in play. From time to time they organise games, competitions and plays: singing and story telling is also organised. Traffic games familiarise children with road hazards: the older children have access to basic equipment for such sports as foot-

ball, badminton, table tennis, as well as chess, dominoes or other games. Group leaders are responsible for children within the infants' playground only.

Playground building sites: In more than ten playgrounds children have everything they need to construct huts: wood, tools, nails, paint, etc. The building game supplements other activities.

Park playgrounds are in general open from Monday to Friday from 9 a.m. to 5 p.m. and from 9 a.m. to 1 p.m. on Saturday. If these times are changed a notice is posted at the entrance. Between June and 29 August playgrounds are closed on Saturdays.

Infants' playgrounds are open from Monday to Friday between 9.30 and 12.30; they constitute day nurseries for children aged from 1½ to 4. It is not necessary to bring toys, since small buckets, spades, wooden building blocks and wheelbarrows, etc. are provided. The children do not have to be enrolled, and no charge is made. Most playgrounds contain grass surfaces where play usually takes place, and there are paddling pools or showers almost everywhere. Most parks have buildings which may be used for games throughout the year: some contain old buildings of historic interest, which have accordingly been renovated. On other sites facilities have been specially created and in the newer residen-

tial areas blocks of tenant-occupied flats often include premises equipped for games on the ground floor.

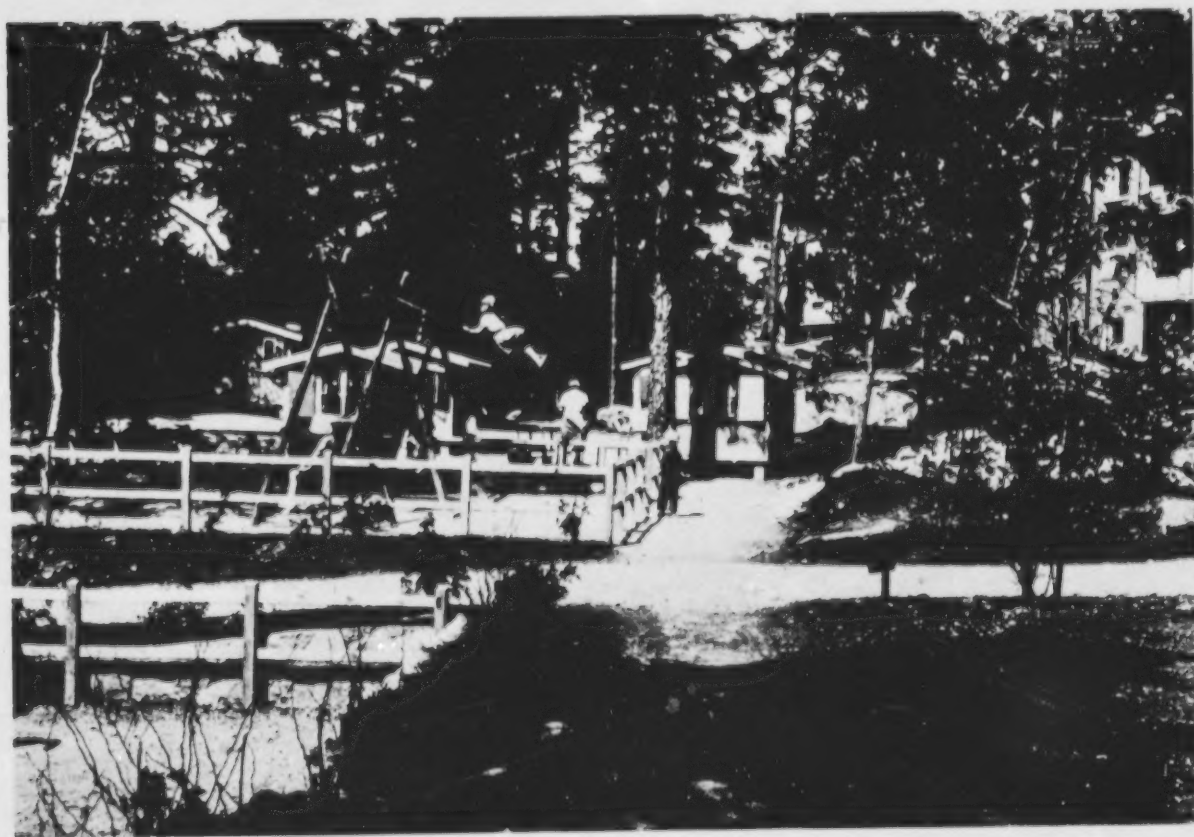
In 18 playgrounds, "villages" have been built, consisting of eight huts each with kitchen and one room: children can "rent" a hut to play there for a few hours.

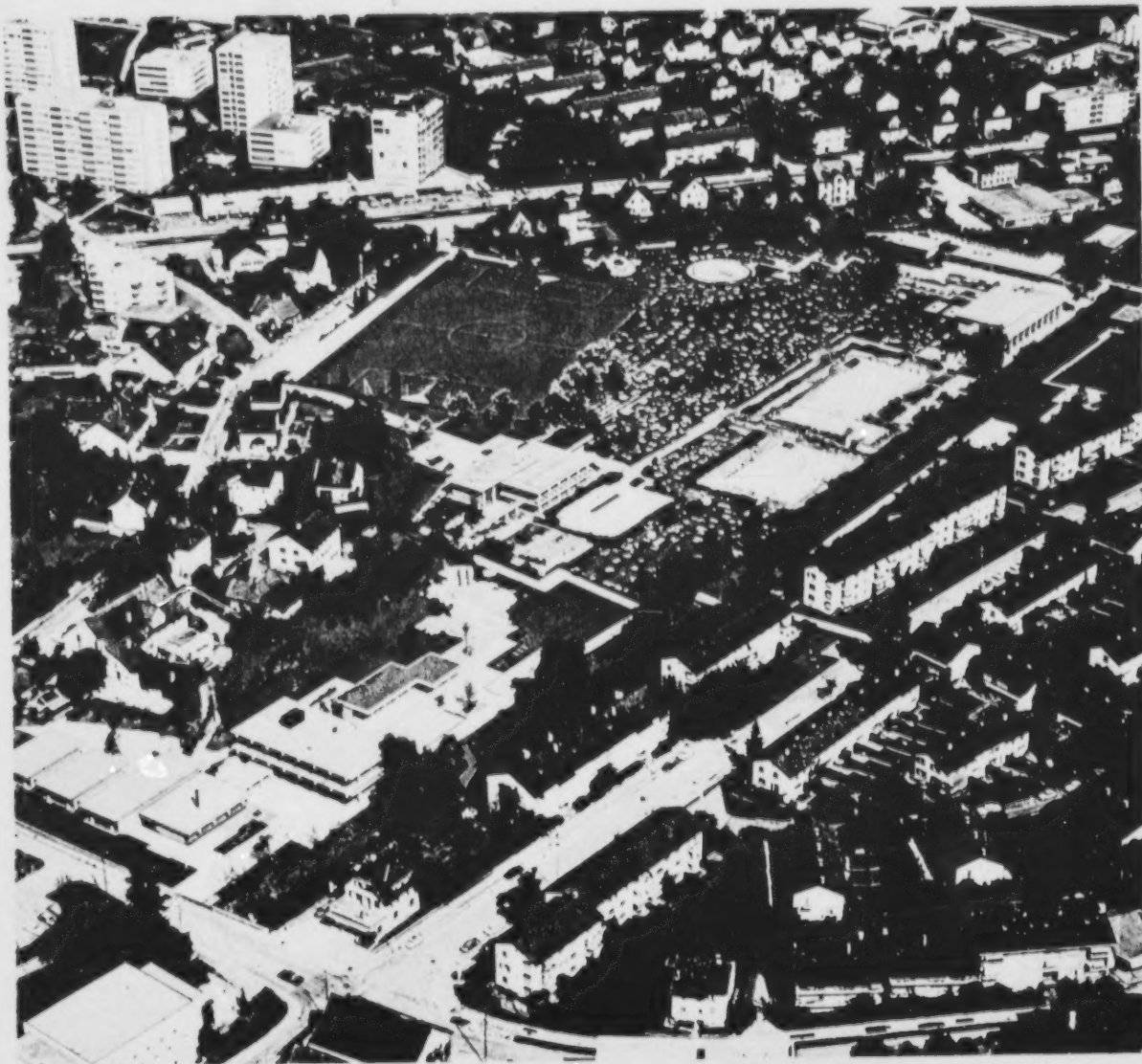
The parks and gardens department's puppet theatre gives performances in summer.

Excursions: In summer excursions are organised in the Haga park. Children may play and wander about in large grassy areas, walk in the woods and explore nature. They are given fruit juice and biscuits, and may visit the municipal gardens and greenhouses, ruins and other sites of interest. Information on these excursions is posted in the playgrounds and parents are notified.

"Skogsmulleschule" designates a method of teaching natural sciences: special fixed excursions for childrens between 5 and 10 years age are arranged in spring and autumn in several parks in the outskirts.

Open evenings are held in early summer, when the public may familiarise itself with the activities carried out in the parks. In winter skating-rinks and toboggan runs are set up, and in heated premises there are opportunities for other activities such as painting, hobbies, theatre, etc. Ski and skating classes for children aged between 5 and 10 are held in several parks.





3.3 Community centres and their different branches

3.31 Decentralisation of recreation facilities in cities, Zurich (Switzerland)

At present, 13 recreation centres are open in the city of Zurich, three of them being of a provisional nature. Initially an adventure playground was set up, and since 1954 recreation centres have been transformed into district community centres for all age groups on the basis of this experience. Seven or eight new centres are planned, so that ultimately there will be a centre within 10-15 minutes' walking distance of each flat in the main residential areas of Zurich.

The organisation and operation of these centres have been entrusted to the Pro Juventute Foundation, which also administers the use of facilities by the various

groups. The Zurich organisations using these centres and the relevant public departments have each appointed representatives to an operations committee responsible for co-ordinating activities.

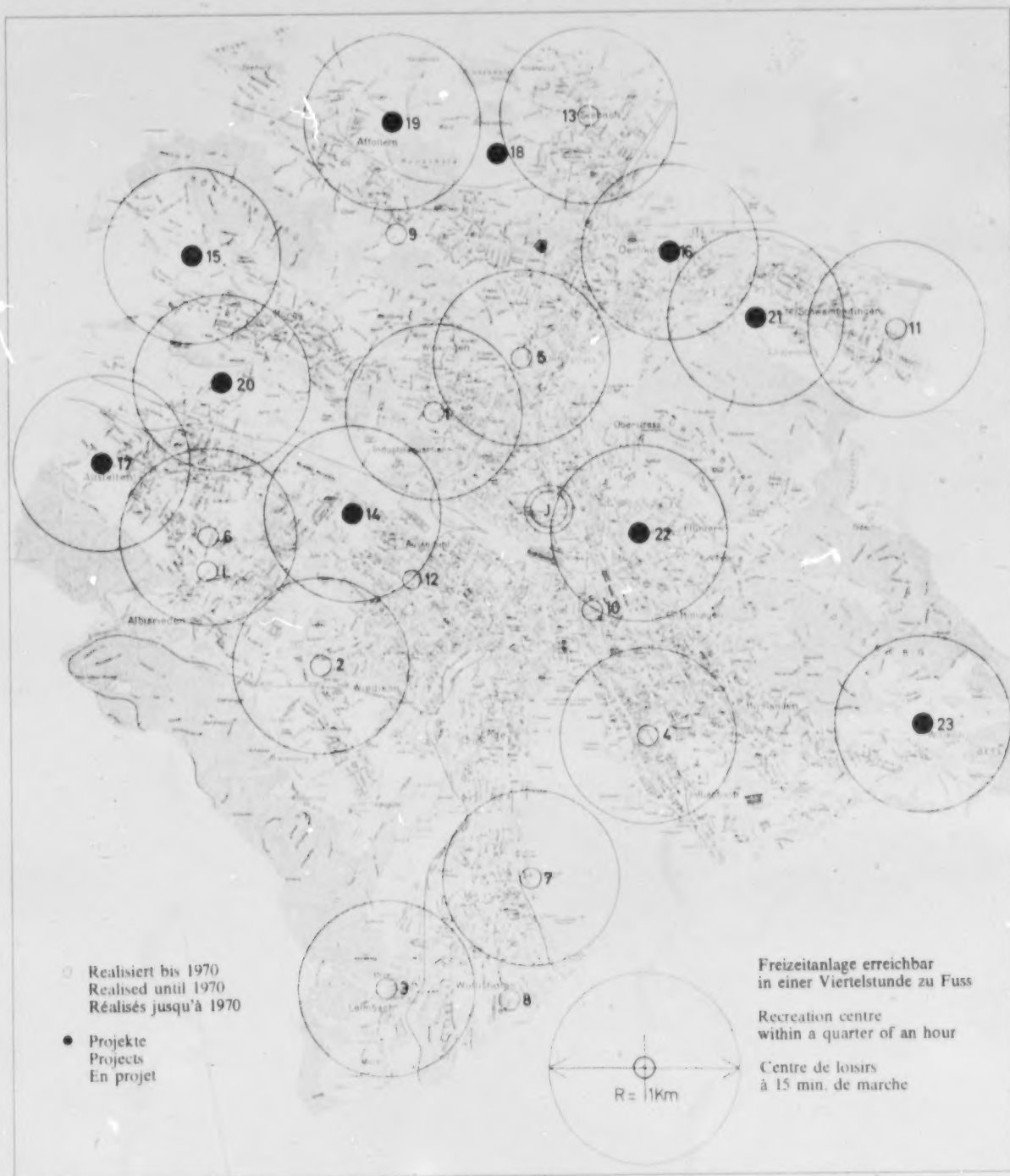
In January 1963 the finance necessary for operating recreation centres was given massive popular support. Since then funds have had to be reconsidered each year in relation to the cost of living. In 1968 the total bill for the operation of recreation centres in Zurich was 1,177,265.76 F, 553,000 being accounted for by wages and social security contributions. The city of Zurich contributed 766,000 F towards this, and the remainder was covered by the regular sub-sidy from the Pro Juventute Foundation (50,000 F) and the centre's own receipts (performances, equipment, etc.).

Freizeitanlagen in Verbindung:
mit Badeanlagen
mit Sportanlagen
mit Schulbauten
mit einem Park
Filialen einer
Freizeitanlage

Recreation centres combined:
with swimming pool
with sports-grounds
with school-buildings
with a park
branch establishments of
a recreation centre

Centres de loisirs coordonnés:
avec piscine
avec terrain de sport
avec groupe scolaire
avec jardin public
annexe d'un centre
de loisirs

No. 2, 13, 16
No. 2, 11, 16
No. 3, 8, 15, 17, 18, 19
No. 1, 2, 5, 6, 13, 14, 16
No. 8, 9, 12, 18





3.311 Seebach swimming pool and recreation centre, Zurich (Switzerland)

General: The swimming pool and the recreation and sports facilities of the Seebach centre blend in with the natural environment on the banks of a stream. The buildings (concentrated around the entrances) are harmoniously interlaced with grassy areas and pools thus forming an excellent recreation area. When the bathing season is over, the swimming pool grounds become part of the park. Quiet traffic-free thoroughfares go through the centre and are particularly appreciated by pupils at nearby schools: adequate parking space for cars and bicycles has been provided at the terminus of the Seebach tramway.

Summer swimming pool: Changing rooms and other facilities are situated at the entrance, in the Seebach direction. Westwards and along the Katzenbach lies the large eight-lane swimming pool (20×50 metres), with a diving pool (12.5 by 9.5 metres) and shallow pool (20 by 30 metres) for non-swimmers. All pools receive plenty of sunlight, and are surrounded by lawns. North of this point lies the learners' swimming pool (21 by 8.2 metres) and a gymnastics area containing the necessary equipment. A slope, well apart from the rest of the swimming pool area, is specially arranged for small children with a paddling pool (16 metres in diameter) and sandpits. A two-storey building, containing changing rooms for children and those playing sports may be found at the centre of the facilities, near a thoroughfare. It also contains cubicles, changing rooms for swimming instructors, showers and lavatories. A restaurant with a seating capacity of about 100, a terrace, a self-service cafeteria and a kiosk are on the first floor.

Sports grounds and tennis courts: A dual sports ground (grass surface, 100 by 67.5 metres) for football and handball lies to the north of the swimming pool. Four tennis courts and a changing room lie to the south of the Katzenbach, beside the parking area.

Play areas: Infants' play areas and an adventure playground are planned.

Recreation facilities: The recreation centre comprises:

- community premises (hall, club rooms, reception room, lecture room, multi-purpose room);

- three hobby workshops with large rooms and subsidiary facilities adjacent; these three workshops are linked to

- two machine rooms;

- one photographic laboratory;

- one staff room, one room for the preparation of drinks, and premises for the "Samaritans" (1);

- one library for children and adults;

An asphalt square for roller skating, tricycle riding and street games, infants' play areas with sandpits, water and games apparatus and room for construction games surround the recreation centre. There is a small amphitheatre and a covered area for play in bad weather beside the rooms; the latter is situated along a retaining wall, beside which deck chairs and games apparatus may be stacked.

The Pro Juventute Foundation is responsible for the administration of this centre and other recreation centres in Zurich. Three group-leaders and a librarian are employed full-time.

(1) The *Alliance Suisse de Samaritains* is a society providing help to persons in distress

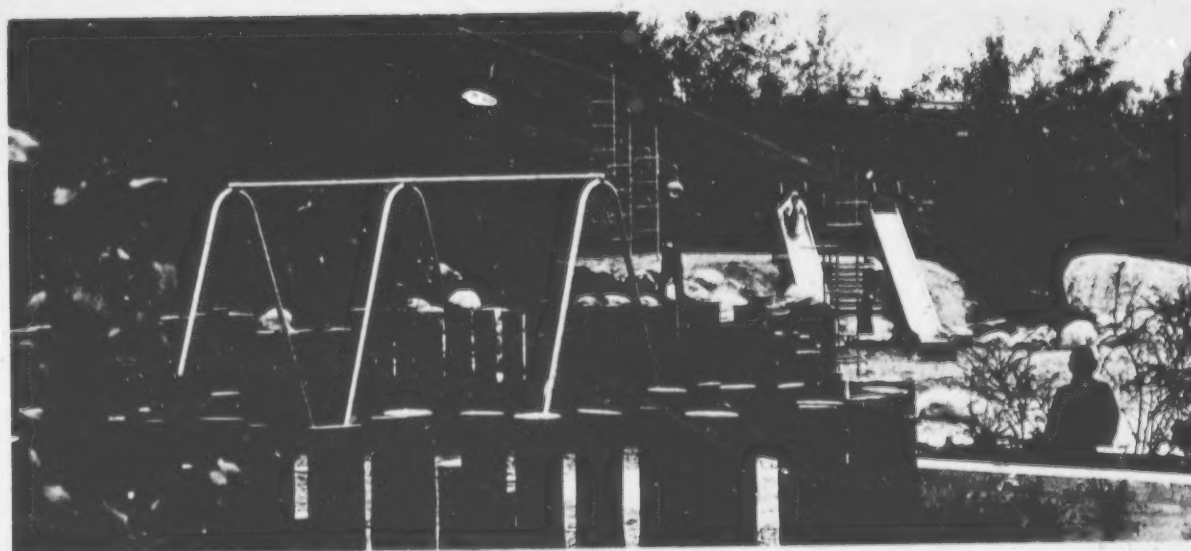


Legende/Key/Légende:

- 1 Dienstgebäude
- 2 Freibad
- 3 Tennisplätze
- 4 Garderoben
- 5 Restaurant
- 6 Saal und Bibliothek
- 7 Treffpunkt
- 8 Werkstätten und Club-räume
- 9 Spielwiese
- 10 Kleinkinder-Spielplatz
- 11 Spielplatz
- 12 Hartbelag

- 1 Office
- 2 Swimming-pool
- 3 Tennis-courts
- 4 Cloak-room
- 5 Restaurant
- 6 Hall and Library
- 7 Meeting-point
- 8 Workshops and Clubs
- 9 Games lawn
- 10 Playground for small children
- 11 Playground
- 12 Hard-surfaced playground

- 1 Administración
- 2 Piscine
- 3 Courts de tennis
- 4 Vestiaires
- 5 Restaurant
- 6 Salle et bibliothèque
- 7 Carrefour
- 8 Ateliers et foyers
- 9 Pelouse
- 10 Place de jeux pour petits enfants
- 11 Place de jeu
- 12 Terrain de jeu à sol dur

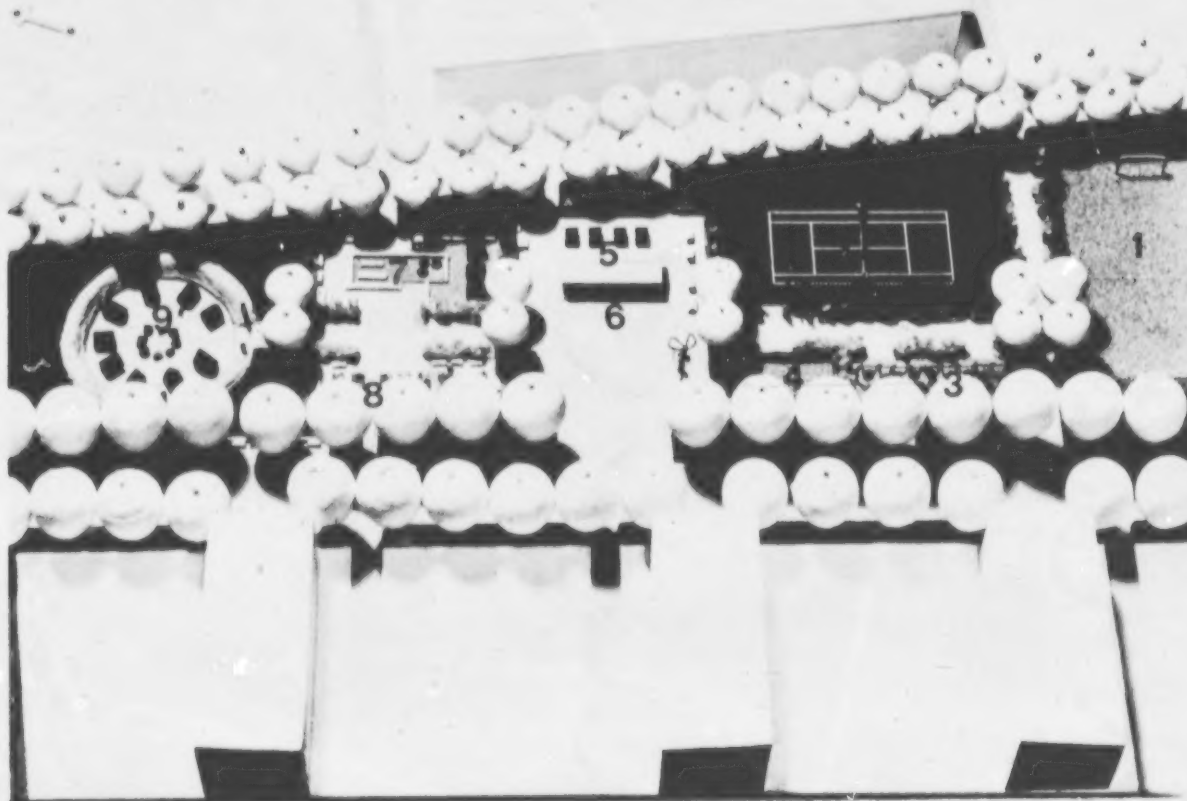


3.32 Opalen and Topasen, Tynnered, Göteborg
(Sweden) Parks comprising play and sports
areas

The housing estate includes about 3,000 dwellings in multi-flat buildings and has a population of about 9,000. Traffic is diverted from the recreation areas, and schools, shops and playgrounds may be reached without cross-

ing any roads, by taking a tree-lined pedestrian thoroughfare and play street.

The school is in the centre of the recreation area and is surrounded by two play parks (Opalen and Topasen) intended for all ages. For details of these see diagrams.



Legende / Key / Légende:

- 1 Tennis
- 2 Leichtathletik
- 3 Fußball
- 4 Minigolf
- 5 Schaukeln
- 6 Betreute Spiele
- 7 Spielhäuschen
- 8 Sand
- 9 Fussweg
- 10 Rutsch- und Schlittelhügel

- 1 Tennis
- 2 Athletic Equipment
- 3 Football
- 4 Minigolf
- 5 Swings
- 6 Supervised play
- 7 Wendy houses
- 8 Sand play
- 9 Pedestrian path
- 10 Hill with a slide and a sledge-run

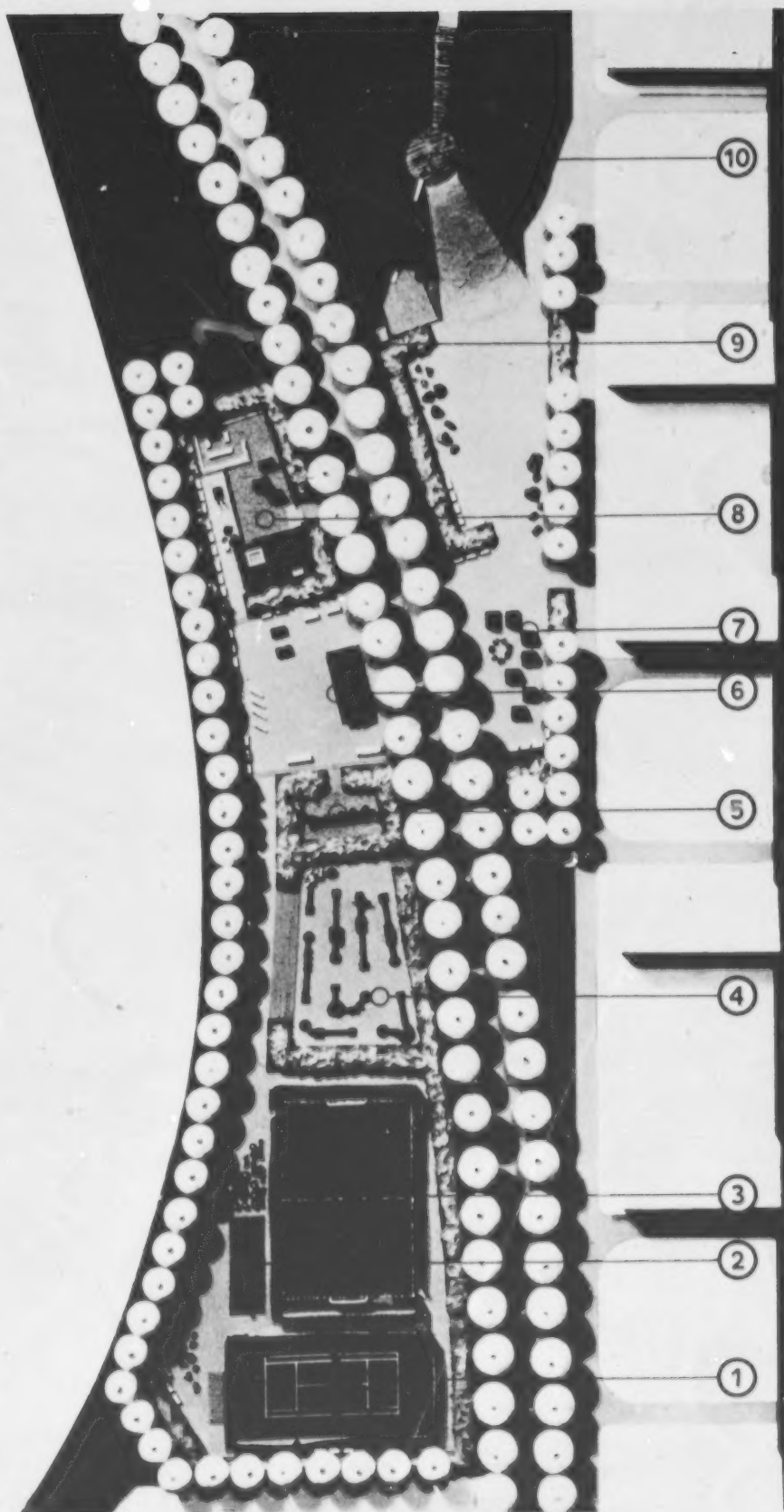
- 1 Tennis
- 2 Athlétisme
- 3 Football
- 4 Golf-miniature
- 5 Balançoires
- 6 Jeux surveillés
- 7 Maisonnnettes de jeu
- 8 Sable
- 9 Chemin
- 10 Monticule à luger et à glisser

Legende / Key / Légende:

- 1 Ballspiele
- 2 Tennis
- 3 Schaukeln
- 4 Kleinkinderecke
- 5 Tischtennis
- 6 Spielplatz-Gebäude
- 7 Sand
- 8 Blumengarten
- 9 Hütten

- 1 Ballgames
- 2 Tennis court
- 3 Swings
- 4 Small children
- 5 Table tennis
- 6 Playground Building
- 7 Sand
- 8 Flower-garden
- 9 Huts

- 1 Jeux de ballon
- 2 Tennis
- 3 Balançoires
- 4 Coin pour petits enfants
- 5 Ping-pong
- 6 Bâtiment de la place de jeu
- 7 Sable
- 8 Parterres de fleurs
- 9 Cabanes

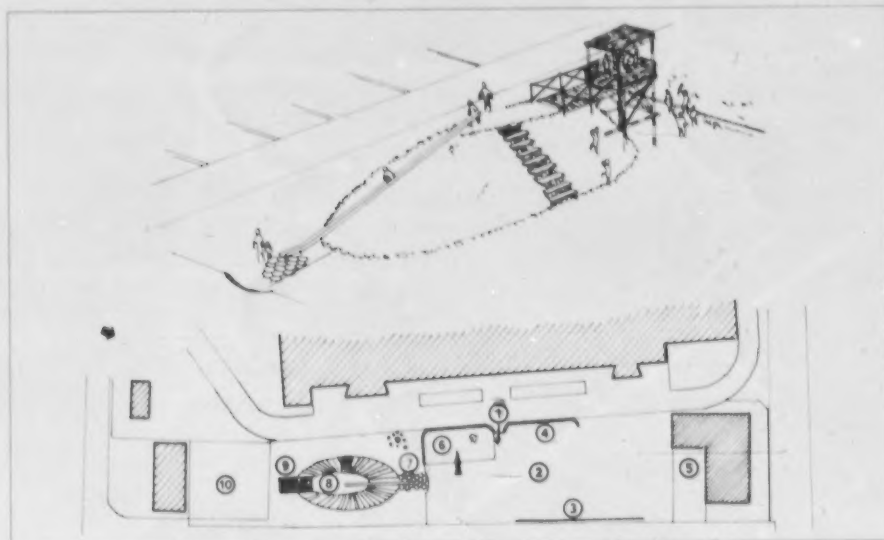


3.33 Adventure playgrounds

3.331 St. Pancras playground, London (England)

An adventure playground has been constructed on a small flat plot of land, on which a miniature hill has been constructed for the sake of variety. A flat surface bounded on one side by a wall is reserved for ball games, and there is a miniature building site, together with a games room.

The playground is open all day with a full-time group leader in charge, assisted by several others, including a number of women, on a part-time or voluntary basis.



Legende / Key / Légende:

- 1 Eingang
- 2 Toiletten für Mädchen
- 3 Toiletten für Knaben
- 4 Spielraum
- 5 Gruppenraum
- 6 Leiterzimmer
- 7 Material

- 1 Entrance
- 2 Lavatories for girls
- 3 Lavatories for boys
- 4 Games-room
- 5 Club
- 6 Group-leader's room
- 7 Courtyard

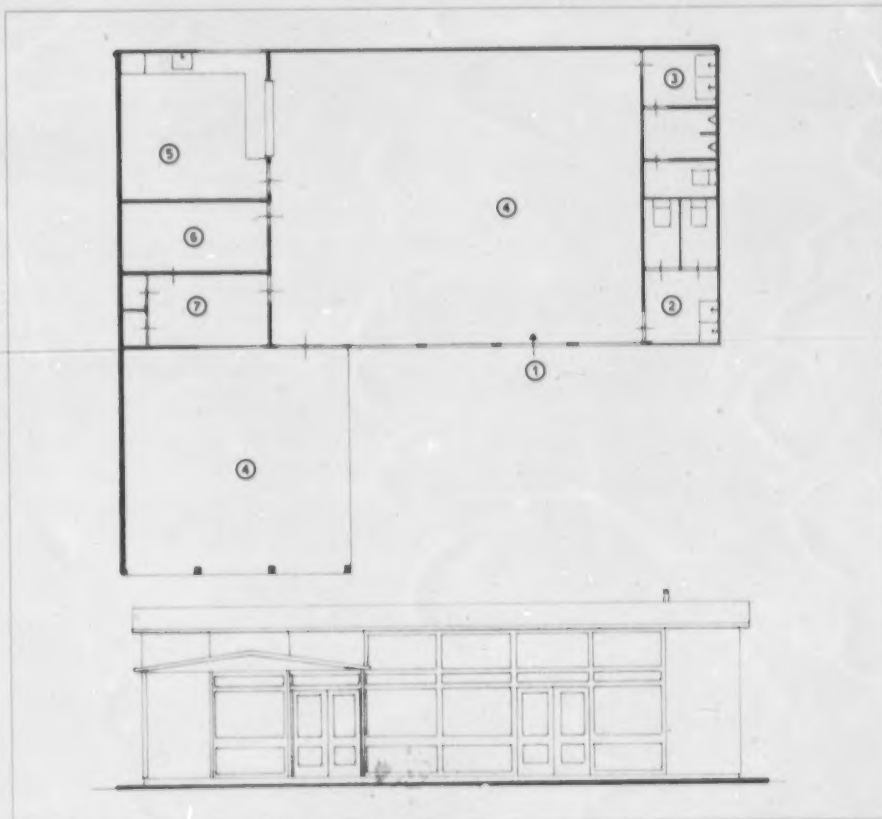
- 1 Entrée
- 2 Toilettes pour les filles
- 3 Toilettes pour les garçons
- 4 Salle de jeu
- 5 Salle pour les groupes
- 6 Salle pour les animateurs
- 7 Dépôt

Legende / Key / Légende:

- 1 Eingang
- 2 Ballspiel
- 3 Zeichenwand
- 4 Ballwand
- 5 Spielhaus
- 6 Sand
- 7 Rutschbahn
- 8 Hügel
- 9 Hütte
- 10 Bauspielplatz
- 11 Kletterpflocke

- 1 Entrance
- 2 Games lawn
- 3 Blackboard
- 4 Ballboard
- 5 Play-room
- 6 Sandpit
- 7 Slide
- 8 Small mound
- 9 Play hut
- 10 Building-area
- 11 Climbing-poles

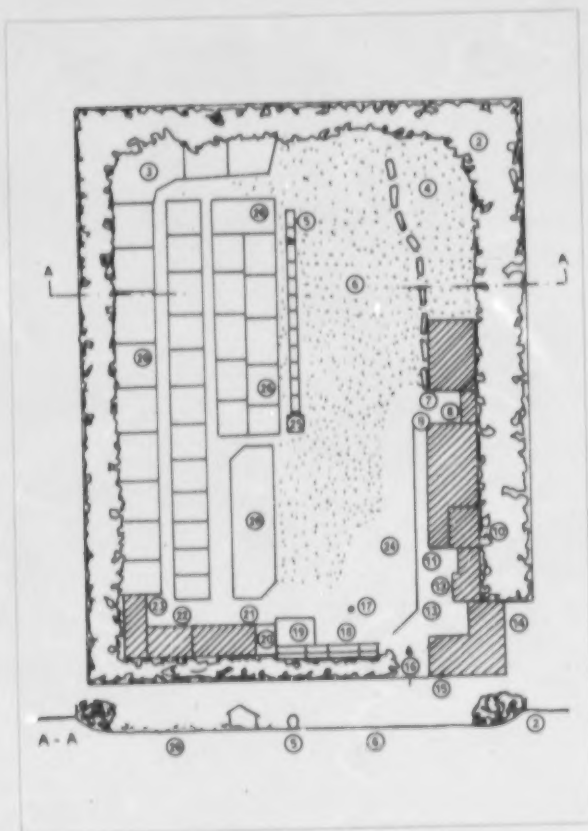
- 1 Entrée
- 2 Place pour jeux de ballon
- 3 Mur à dessiner
- 4 Mur pour jeux de balle
- 5 Local pour le jeu
- 6 Tas de sable
- 7 Toboggan
- 8 Monticule
- 9 Hutte
- 10 Chantier de construction
- 11 Poteaux à grimper



This building site is one of the oldest, dating from 1943, and was no doubt the first to use group leaders on a full-time basis. It is in the centre of a Copenhagen working-class district and covers an area of nearly 6,300 square meters. A mound about two metres in height, and well covered with vegetation, protects children

playing from the critical gaze of adults, as well as protecting adults to some extent from noise. A stout wire fence keeps out undesirables.

A small building, which contains lavatories and cloak-rooms, is used for games and hobbies. Every day about 200 children (70-80 in winter) come to this playground, which is open all day.



Legende/Key/Légende:

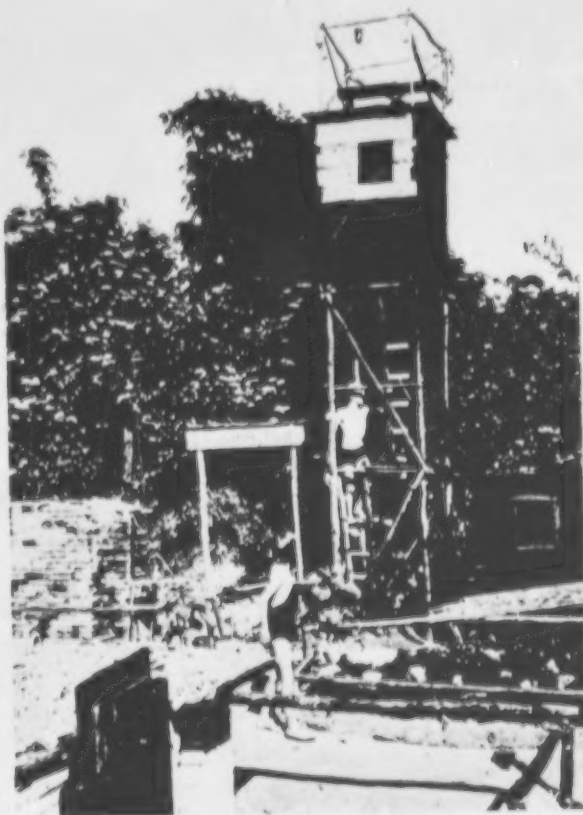
- 1 Umzäunung
- 2 Bepflanzter Erdwall
- 3 Kompost
- 4 Feuerplatz
- 5 Kriechrohre
- 6 Spielrasen
- 7 Freilichtbühne
- 8 Terrasse
- 9 Spielhaus
- 10 Werkstatt
- 11 Gedeckter Spielplatz
- 12 Geräteschuppen
- 13 Hartbelag
- 14 Depot
- 15 Toiletten
- 16 Einfahrt (für Lastwagen befahrbar)
- 17 Fahnenmast
- 18 Garten
- 19 Sand
- 20 Abfälle
- 21 Lagerhäuser
- 22 Tiere

- 23 Geflügel
- 24 Kiesbelag
- 25 Ofen
- 26 Bauplatze
- 1 Enclosure
- 2 Wooded mound
- 3 Compost-heap
- 4 Area for bonfires
- 5 Crawling-tunnels
- 6 Games lawn
- 7 Open-air theatre
- 8 Terrace
- 9 Play-room
- 10 Workshop
- 11 Covered games area
- 12 Store-room for games equipment
- 13 Hard-surfaced playground
- 14 Supplies-store
- 15 Lavatories
- 16 Entrance drive (for lorries)
- 17 Flagstaff
- 18 Garden
- 19 Sand

- 20 Rubbish dump
- 21 Shed
- 22 Animals
- 23 Fowl-yard
- 24 Gravelled area
- 25 Rubbish incinerator
- 26 Plots still to be built on

- 1 Clôture
- 2 Monticule boisé
- 3 Tas de compost
- 4 Place pour faire du feu
- 5 Conduites à ramper
- 6 Pelouse de jeu
- 7 Théâtre en plein air
- 8 Terrasse
- 9 Local pour le jeu
- 10 Atelier
- 11 Place de jeu couverte
- 12 Remise pour les engins de jeu
- 13 Terrain à revêtement dur
- 14 Dépôt de matériel
- 15 Toilettes
- 16 Entrée (carrossable pour les camions)

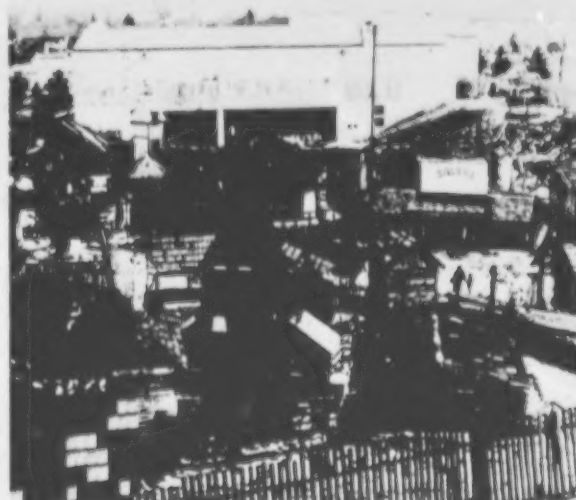
- 17 Mât pour drapeaux
- 18 Jardin
- 19 Sable
- 20 Dépôt d'ordures
- 21 Hangar
- 22 Animaux
- 23 Volailles
- 24 Place couverte de gravier
- 25 Four pour brûler les ordures
- 26 Parcelles à bâtir



3.333 *Heuried recreation centre adventure playground,
Zürich (Switzerland)*

An adventure playground, the second playground of its kind in Zurich was built in 1956 in a disused quarry. Since then a large community centre with swimming pool, sports facilities and recreation centre has been built on the 6.75 ha. site. The adventure playground is part of this complex, and occupies a surface of 24 square metres. It is reserved for children, who have set up a small democratic municipality for playing together; as far as possible the adventure playground is run by the children themselves. Depending on the degree to which the "community" has taken shape, the group leader stays in the background and acts as advisor only, or else he takes steps on his own initiative. Each hut is built and "occupied" by a group; it has a definite function within the adventure playground which is modified from year to year according to the wishes of the "occupants", i.e. the children using it. The master scheme [see page 116 (b)] was drawn up by the urban planning department and has since had to undergo considerable modification.... The playground is located in a gully and surrounded by a wall 2 metres high; it communicates directly with the recreation centre workshop. A full-time group leader is responsible for it in summer, who in winter is mainly concerned with the recreation centre.

Finances: expenditure for the adventure playground included in the operational budget amounts to 6-7,000 F per annum, not including the group leader's stipend. The children themselves earn about 2,000 F through various activities, donations, etc.



Legende/Key/Légende:

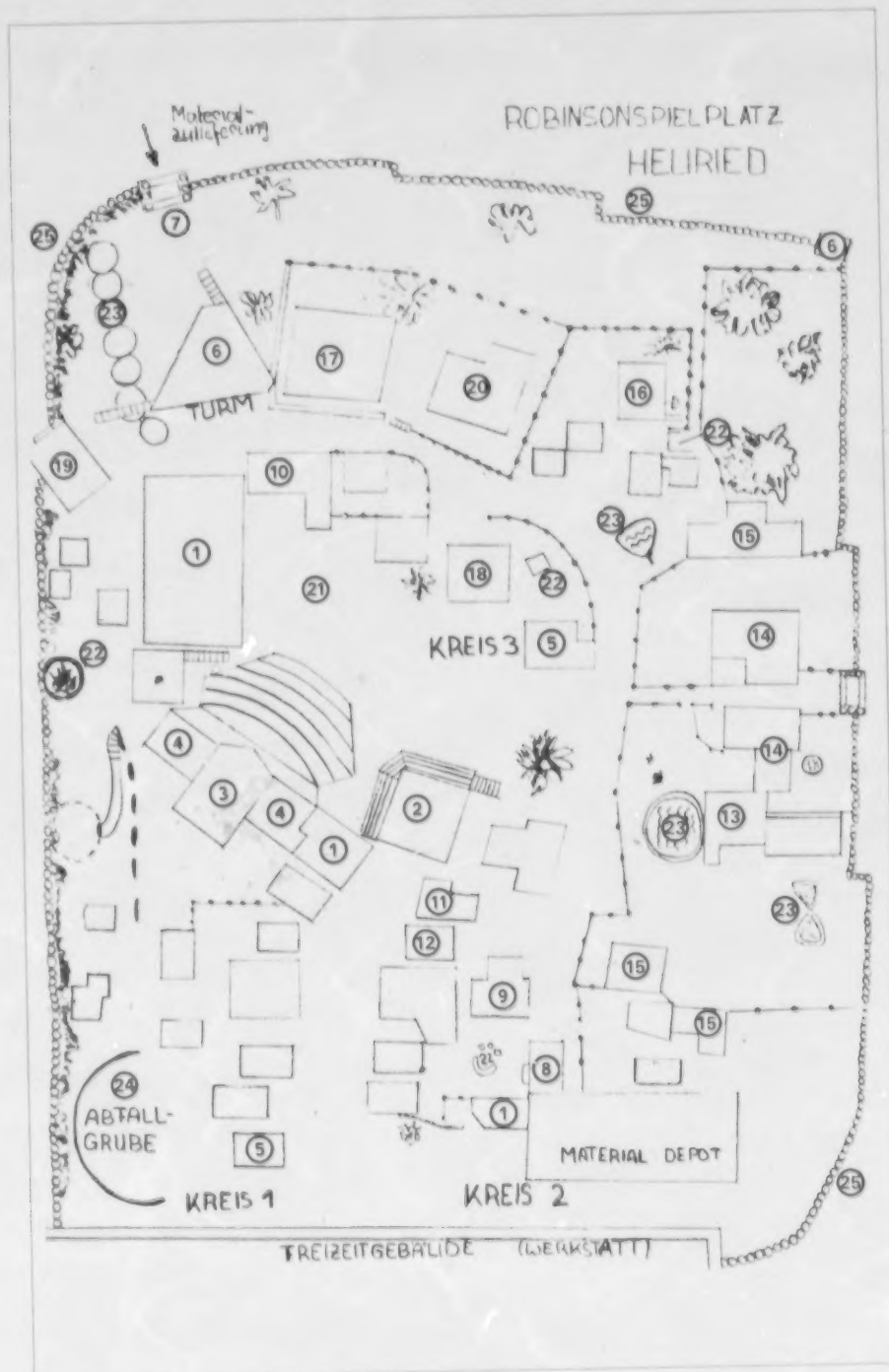
- 1 Material-, Geräte- und Werkzeugdepots
- 2 Rathaus
- 3 Theater mit Freilichtbühne
- 4 Clubhaus
- 5 Kiosk/Auskunft
- 6 Turm
- 7 Eingang für Materialzulieferung
- 8 Druckerei
- 9 Redaktion
- 10 Post- und Telefonamt

- 11 Nagelausgabe
- 12 Apotheke
- 13 Horthütte mit Sand- und Wasserbecken
- 14 Pony- und Ziegenställe
- 15 Geflügel- und Kleintierställe
- 16 Gärtnerei
- 17 Mechanische Werkstatt (zum Werkzeugrichten)
- 18 Robinsonbank
- 19 Brieftaubenschlag

- 20 Hochbauamt und Planungsbüro
- 21 Dorfplatz
- 22 Feuerstellen
- 23 Wasserbecken
- 24 Abfallgrube
- 25 Palisade

- 1 Store-rooms for supplies, apparatus and tools
- 2 Town-hall
- 3 Open-air theatre
- 4 Clubhouse
- 5 Information/Kiosk
- 6 Tower
- 7 Tradesmen's entrance
- 8 Printing workshop
- 9 Editorial offices
- 10 Post-office and telephones
- 11 Nail store
- 12 Pharmacy
- 13 Day-nursery with pool and sandpit
- 14 Stables (pony and goats)
- 15 Farmyard (poultry and small animals)
- 16 Gardening area
- 17 Workshop (for adjusting tools)
- 18 Robinson Bank
- 19 Loft for homing pigeons
- 20 Town and Country Planning Department
- 21 Village square
- 22 Places for fires
- 23 Pools
- 24 Rubbish dump
- 25 Enclosure

- 1 Entrepôt de matériel, engins et outils
- 2 Hôtel de ville
- 3 Théâtre en plein air
- 4 Maison de club
- 5 Kiosque/renseignements
- 6 Tour
- 7 Entrée-pour livraison de matériel
- 8 Imprimerie
- 9 Rédaction
- 10 Poste et téléphone
- 11 Fourniture de clous
- 12 Pharmacie
- 13 Hutte-garderie avec bassins de sable et d'eau
- 14 Ecuries (poney et chèvres)
- 15 Basse-cour (volailles et petits animaux)
- 16 Jardinage
- 17 Atelier de mécanique (pour régler les outils)
- 18 Banque Robinson
- 19 Volière pour pigeons voyageurs
- 20 Service d'aménagement et d'urbanisme
- 21 Place du village
- 22 Places pour faire du feu
- 23 Bassins
- 24 Dépôt d'ordures
- 25 Palissade



Legende / Key / Légende:

- 1 Robinsonspielplatz
- 2 Freizeithaus
- 3 Spiel- und Sportwiesen
- 4 Freibad
- 5 Rollschuh- oder Eisbahn
- 6 Tennis
- 7 Garderoben
- 8 Restaurant

- 1 Adventure playground
- 2 Recreation building
- 3 Sports field
- 4 Swimming-pool
- 5 Roller-skating of ice rink
- 6 Tennis
- 7 Cloak-rooms
- 8 Restaurant

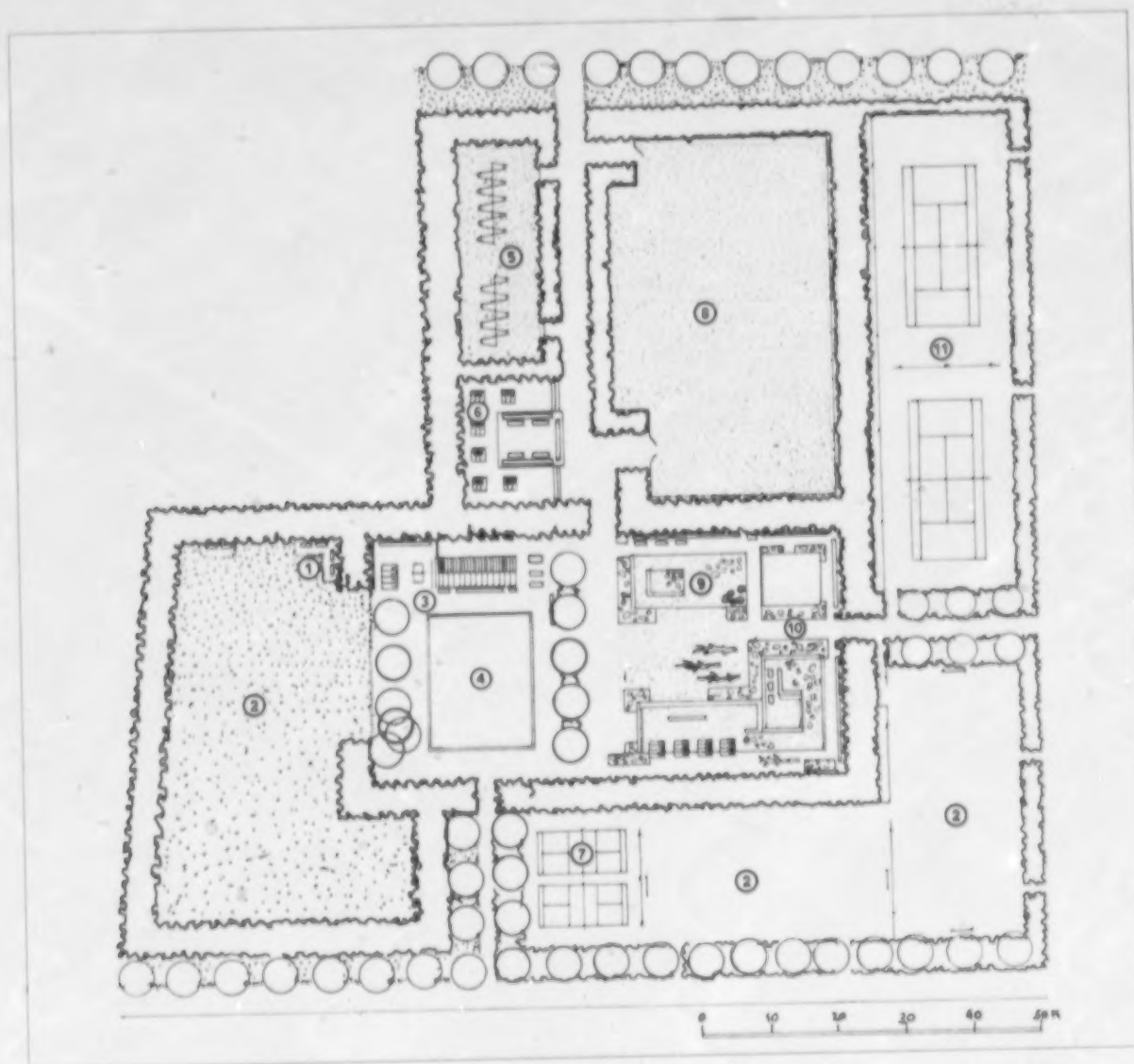
- 1 Parc Robinson
- 2 Centre de loisirs
- 3 Terrain de football
- 4 Piscine
- 5 Skating et patinoire
- 6 Tennis
- 7 Vestiaires
- 8 Restaurant



3.334 Flatas playground, Göteborg (Sweden).
Established in 1965

The recreation park, covering barely two hectares, is located in the centre of a residential area with about 7,000 inhabitants. Willow-lined embankments demarcate the various play areas with their different equipment – children may build, play tennis, table tennis or engage in less strenuous pastimes, both inside the

games hall and in the various nooks and crannies outside it. Activities are available for children of all ages, as well as adults. The Town Parks Department claims that the abundance of recreational facilities and the combination of facilities with playgrounds, tends to make children stay for longer periods than is usual in other local recreation areas.



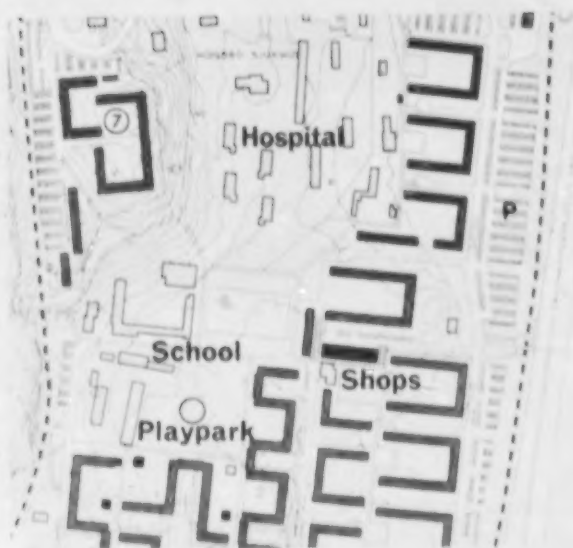
Legende / Key / Légende:

- 1 Stiller Winkel
- 2 Fußball
- 3 Beaufsichtigtes Spiel
- 4 Hartplatz
- 5 Schaukeln
- 6 Holzhütten
- 7 Federball
- 8 Robinsonspielplatz
- 9 Sandspielplatz
- 10 Blumen
- 11 Tennis

- 1 Quiet corner
- 2 Football pitches
- 3 Supervised games
- 4 Asphalted area
- 5 Swings
- 6 Wooden play-houses
- 7 Badminton courts
- 8 Adventure playground
- 9 Sand
- 10 Flowers
- 11 Tennis

- 1 Coin tranquille
- 2 Football
- 3 Jeu surveillé
- 4 Terrain à revêtement dur
- 5 Balançoires
- 6 Cabanes en bois
- 7 Badminton
- 8 Place de jeu Robinson
- 9 Sable
- 10 Fleurs
- 11 Tennis





3.34 Recreation centre

3.341 Vahrenwald Recreation Centre, Hanover (Germany)

The second recreation centre in Hanover was opened at Vahrenwald in 1965, catering for 87,500 inhabitants. The centre has a floor space of 3,800 square metres spread over three storeys and is surrounded by three- to four-storey blocks of flats, without the benefit of an adjacent block of land.

Arrangement of premises

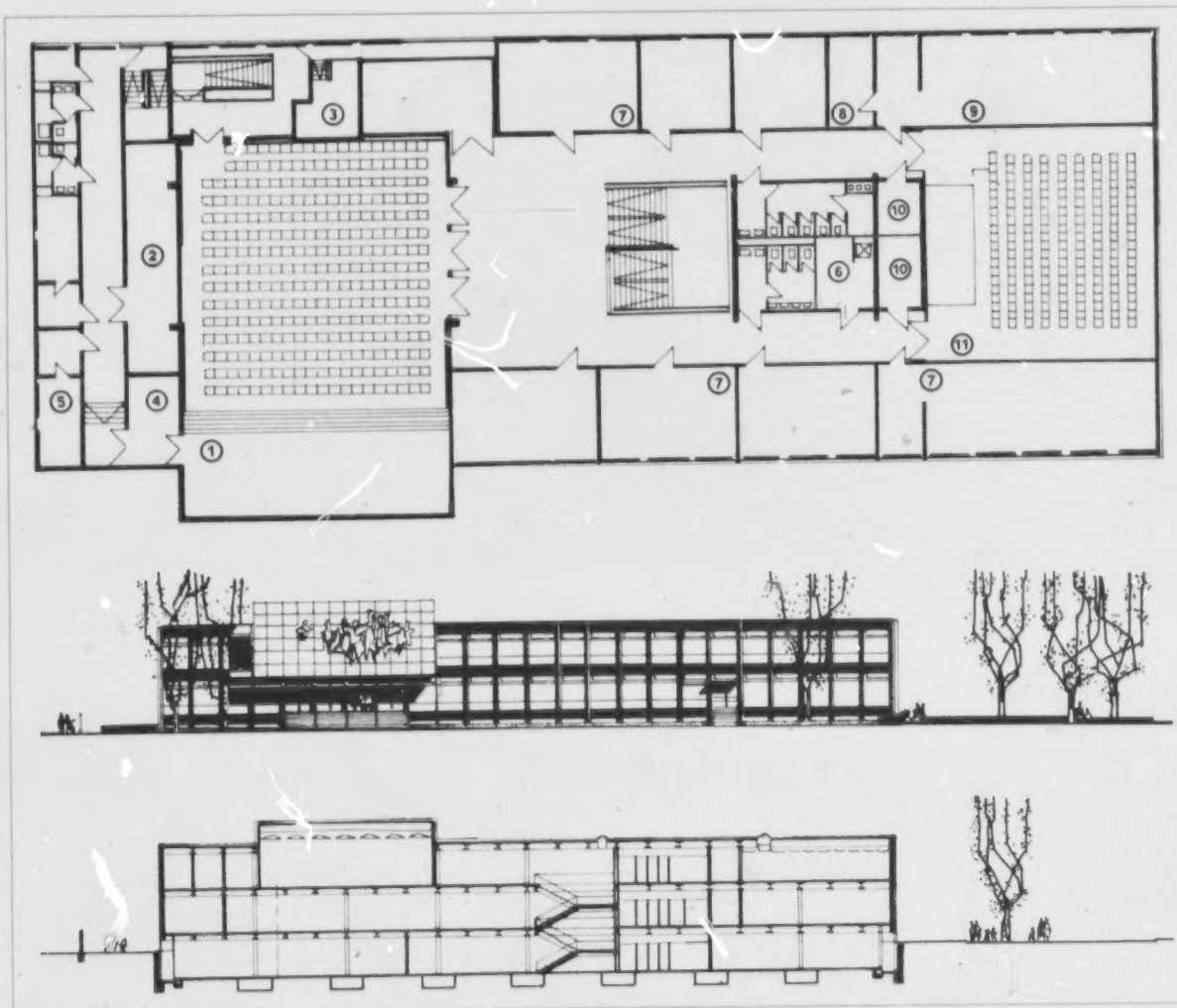
Premises for young people: two rooms measuring 43 square metres and two measuring 29 square metres for group use; one projection and music room measuring 102 square metres with an adjoining room for instruments.

Premises for adults: three 43 square metre rooms and one 29 square metre room for groups; one 88 square metre room with cloakroom.

— Premises for elderly persons: one 58 square metre television room and a reading room (43 square metres).
 — General premises: one large 226 square metre room accommodating 300 persons with a stage measuring 71 square metres, a storeroom of 49 square metres, three 65 square metre cloakrooms with showers and lavatories, an office for the administration and a room for air conditioning equipment; a 12 square metre projection room; a smaller room, seating 180 persons and measuring 185 square metres, a multipurpose room measuring 383 square metres, a 132 square metre refreshments room with pantry, an adjacent recess measuring 17 square metres and workshops (woodwork 72 square

metres, metalwork 60 square metres, ceramics 60 square metres, sewing 80 square metres); a number of 13 square metre music studios together with cloakrooms, lavatory, washrooms and storage premises for equipment, offices for youth leaders and the administration; library (children's section measuring 113 square metres, and 225 square metres for adults, a 52 square metre area for preparation, loans, etc. together with a spare room and an office for librarians).

Building costs totalled 5,100,000 DM, and interior decoration and equipment expenses approximately 500,000 DM. The city of Hanover provided most of the funds. Some 200,000 persons use the facilities each year.



Legende/Key/Légende:

- 1 Saal mit Bühne
- 2 Materialraum
- 3 Projektion
- 4 Rege
- 5 Umkleideraum
- 6 WC
- 7 Gruppenräume
- 8 Instrumente
- 9 Musikraum
- 10 Materialraum
- 11 Saal

- 1 Hall with stage
- 2 Store
- 3 Projector
- 4 Production
- 5 Dressing-room
- 6 Lavatories
- 7 Club-rooms
- 8 Instruments
- 9 Music-room
- 10 Store
- 11 Hall

- 1 Salle avec scène
- 2 Dépôt
- 3 Projection
- 4 Régie
- 5 Vestiaires
- 6 Toilette
- 7 Foyers
- 8 Instruments
- 9 Salle de musique
- 10 Dépôt
- 11 Salle

3.35 Children's Theatre

3.351 *Children's Theatre, Stockholm (Sweden)*

Aim: The theatre is intended both to keep children busy and to satisfy their innate needs by the stimulation of their spontaneity and creativity. It should at the same time participate in the development and education of the children, enriching their minds in a number of different ways: it is intended to contribute to the development of their tastes and stimulate their interest in good theatre and set design so as to educate future theatre-goers. From the therapy and health point of view, the children's theatre plays an important role in channelling children's and young people's legitimate need for adventure and excitement into healthy forms of expression. Theatrical performances should be only one part of this general activity, in which teamwork is concluded and culminated.

Duration: Thirty-two weeks per annum.

Scope and objectives: Each theatre is intended to provide for thirty groups on its central stage, if the latter is large enough and of sufficient capacity (for example, the theatres in Hågersten, Farsta and Hogdalen). For practical reasons children and adolescents are divided into five main groups: their activities have some common features but also particular features in time available and aim. The best age division is as follows:

1. 7 years	3 groups
2. 8 to 10 years	10 groups
3. 11 to 13 years	11 groups
4. 14 to 16 years	4 groups
5. 17 to 20 years	2 groups

This breakdown reveals the importance attributed to grouping children in accordance with the principles stated in the report of the "Barnteater" (travelling theatre) Commission. Of course, it often happens that when a new theatre opens the number of seven-year-olds is disproportionately high. If these children have already had some training in community living (through day nurseries, kindergartens, etc.) the number of groups open to seven-year-olds can usefully be increased. In addition it should be clearly understood that the division by age group given above is not absolute and allows exceptions, depending on the personality and the needs of each child. This is particularly true in the case of the youngest groups, where the criterion should be the child's maturity and not his biological (legal) age. It should be noted that this activity is intended for adolescents to a limited extent. Since some wish to continue after the age of 14, some group activity should be organised for them but the recruitment of new members should be strictly limited in the higher age groups (17-20). The guiding principle should be that former participants may only continue their theatrical activities if resources are adequate for developing their love of the theatre. It would seem more appropriate that other

bodies, preferably those responsible for adult education, should encourage young people of this age to take an interest in the theatre. Such activities should be submitted to a proper official organisation with fully trained instructors. It should be entirely possible to encourage adult education bodies to accept this responsibility by assisting, for example, in finding and training leaders for this purpose. Since these activities should attract young people in their upper teens, higher subscriptions could be charged as is usual with courses run by such organisations.

Additional groups: There should be some place for additional groups from youth centres and other premises in urban areas which do not possess a theatre but have access to one in a neighbouring area. Such groups would include young children in particular, since older children and adolescents can go to the central theatre. Broad recruitment may be ensured most easily through contact with schools.

Extent and nature of group activities:

1. 7 years of age: theatrical play, improvisation (creative drama) and dancing.

2. 8 years: collective improvisation group (physical expression), dramatic play group (creative drama). Theatre music group and dancing group.

3. 11 to 13 years: improvisation group (physical expression), dramatic play group (creative drama), production group, theatre music group, dancing group, workshop group.

This age group could also include a puppet theatre among its activities if a genuinely capable leader with specialist training could be found, able to enlist children's interest.

4. 14 to 16 years: improvisation group (creative drama), production group, dance (including modern dance) group, theatre, music group, workshop group (performances followed by discussion).

5. 17 to 20 years: improvisation group (creative drama), drama group, production groups (with more developed literary interests), dance (modern ballet) group, workshop group (e.g. lighting). Theatre club (theatre library, theatre outings, followed by discussion).

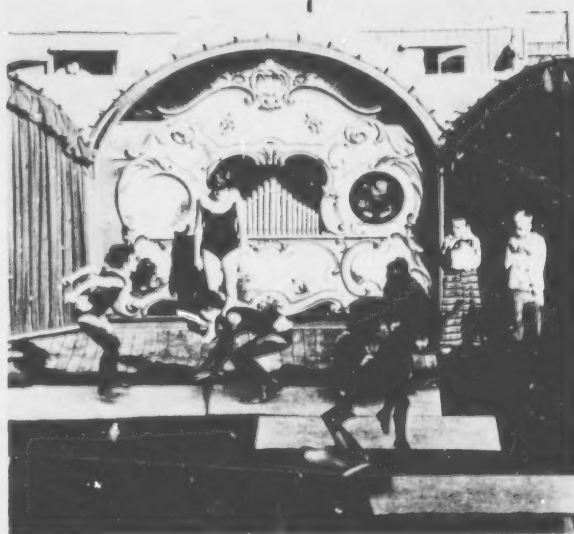
3.352 *The "Robinson" children's circus, Zurich (Switzerland)*

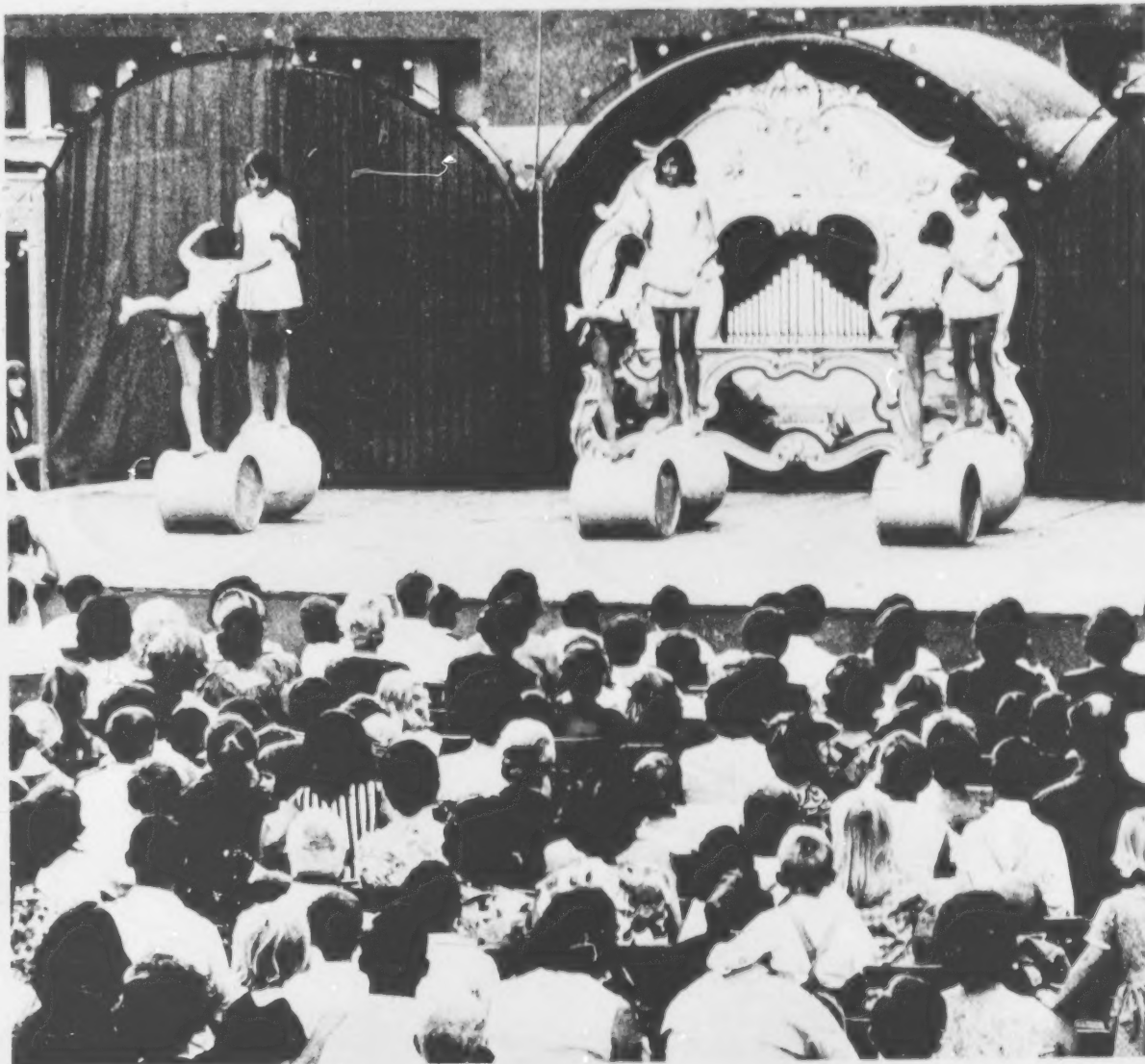
Since its inception, the circus has always inspired children in their imitative games. Unlike the children's theatre, it interests primarily children gifted physically. On the educational plane, it affords children sound opportunities for teamwork and promotes the development of creativity, endurance and willpower. For children with slight behaviour disorders or children living in an unsatisfactory milieu, participation in the activities of a children's circus has an excellent remedial effect. The Robinson children's circus has existed for over ten years and is attached to the Buchegg recreation centre in Zurich, a local community centre used not only by

children but also by juveniles and adults. This has made it possible to turn the children's circus into a big community venture in which the parents or the older brothers and sisters of the young artists also take part: for example, they erect the mobile stage and install the four circus caravans, make costumes and accessories and deal with administration and organisation.

Each year, during the summer holidays, the circus goes on tour with a new programme; it also gives some weekend performances for the benefit of welfare institutions, old people's homes, hospitals, etc.

As soon as autumn is over, the new programme is prepared and rehearsals begin. The children must have ideas and give proof of endurance, courage and skill, as well as patience and helpfulness to their comrades. There are similar circuses in Basle and Amsterdam. The children's circus is run by a full-time manager who is assisted by specialised staff according to need. The recreation centre makes available to the children's circus premises for regular rehearsals, workshops and sheds for the caravans.





3.36 Library

3.361 *The Breitenrain Library of the "Berner Volksbücherei"*

Situation: On the first floor of the COOP Centre on the Breitenrainplatz, with a revolving door leading to an unlicensed self-service restaurant. In the heart of a district numbering some 25,000 inhabitants. Car park.

Type: Big, non-specialised, general public library.

Premises: Room measuring 340 square metres, free entry.

Stock:

Children's books, picture books	1,500
For young people, light books	2,500
For young people, specialised books	1,500
For adults, light books	6,000
For adults, specialised books	5,000
Works in French	1,000
Works in English	500

some 18,000 volumes

Subscribers:

Children and juveniles	1,844
Adults	1,650

Number of volumes lent in 1970:

Children's books and light books for young people	33,016
Specialised books for young people	5,552
Light books for adults	36,702
Specialised books for adults	11,969
Works in French	745
Works in English	431

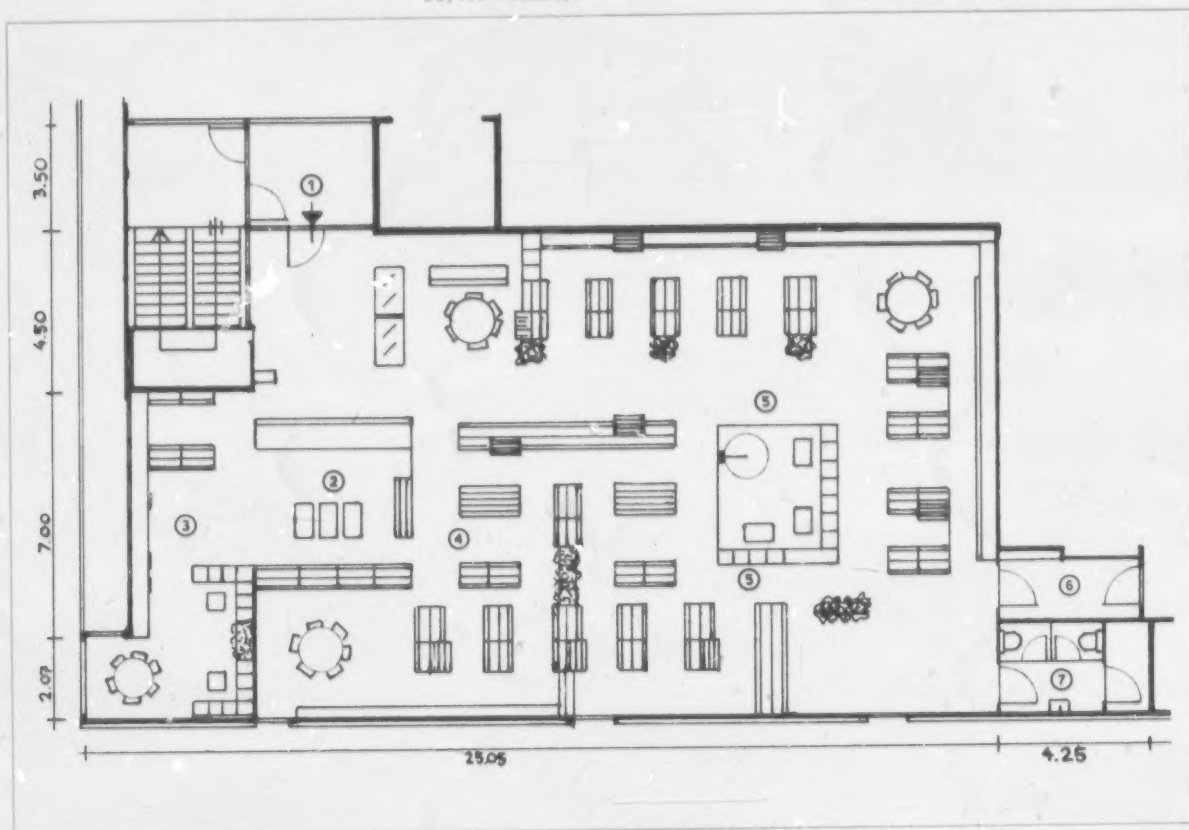
88,415 volumes

The average number of books lent per reader was 25.3. A book was lent on an average 4.9 times. The library contains 5.1 volumes per reader.

Opening hours: A total of 62.5 hours a week.

Monday	9 a.m. - 6.30 p.m. - 10 p.m.
Tuesday	9 a.m. - 6.30 p.m.
Wednesday	9 a.m. - 6.30 p.m.
Thursday	9 a.m. - 6.30 p.m. - 10 p.m.
Friday	9 a.m. - 6.30 p.m.
Saturday	9 a.m. - 5 p.m.

Staff: As part of the general staff of the Berner Volksbücherei, two full-time librarians and a few part-time assistants.



Legende/Key/Légende:

- 1 Eingang
- 2 Ausleih-Theke
- 3 Kinderbücher
- 4 Jugendbücher
- 5 Bücher für Erwachsene
- 6 Archiv
- 7 WC

- 1 Entrance
- 2 Distribution desk
- 3 Children's books
- 4 Youth books
- 5 Books for adults
- 6 Archive
- 7 Lavatories

- 1 Entrée
- 2 Comptoirs de prêts
- 3 Livres d'enfants
- 4 Livres pour la jeunesse
- 5 Livres d'adultes
- 6 Archives
- 7 Toilettes

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3.4 Community centres linked to other public buildings

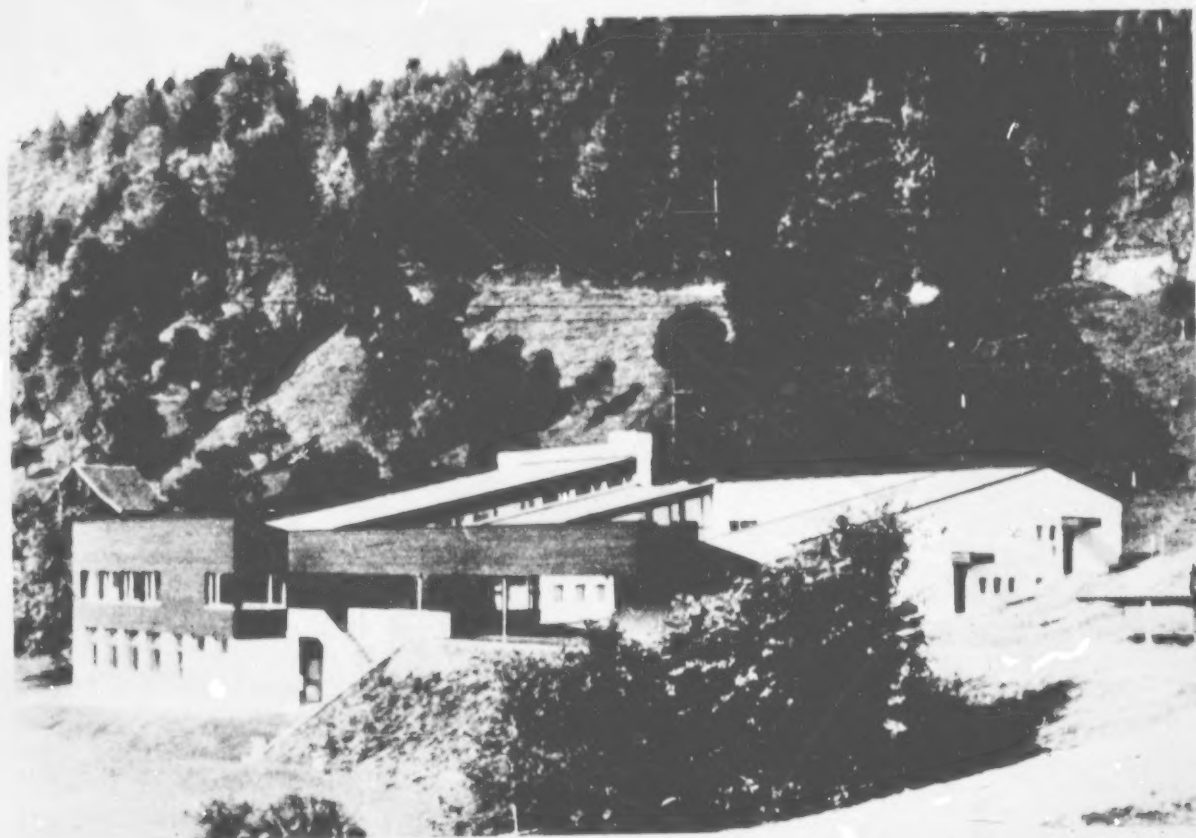
3.41 The Rural Community Centre

3.411 *The Rural Community Centre, Grub (Switzerland)*

For a small town with a limited budget such as Grub in the St. Gallen canton, building a community or recreation centre is out of the question. One of the rare opportunities to create a cultural centre in a village occurs when a new school is built and Grub has managed to co-ordinate the two.

The rural cultural centre has been built up around the library. This room is used for group school teaching, and also provides a study room for pupils living a long way from school who in winter are unable to go home at noon. The room is furnished with square tables which fit together and a small kitchen has been set up. The municipal and school library offers a wide range of novels, encyclopaedias, illustrated books, newspapers and journals. Societies and clubs have their own cupboards. A genuinely welcoming atmosphere pervades this room which provides an excellent recreation centre for young people, for whom it is a kind of repository with games, radio and television, by means of which

classes may follow educational programmes. Sliding doors separate this room from the adjacent classroom, which with its practical furnishings is available for parents' meetings, gatherings, rehearsals, etc. When the sliding doors are open, these two rooms form an excellent hall capable of seating at least 120 persons. The inclination of the ceiling makes the room highly suitable for the projection of films or lectures accompanied by slides. A large, bright workshop may be found a few steps away from the school corridor; it is used both for school and recreation purposes. The school kitchen and a handicraft room are beneath. Separate baths and showers have also been provided for village residents, as well as a staff room which may be used for other meetings. Care was taken to concentrate rooms open to the public around the main entrance, so that school activities would not be impeded by cultural or recreational activities. School buildings and the teacher's flat combine with the covered playground to form an airy inner court which is suitable for special festivities, concerts or open-air performances. Near the school entrance, but away from the school facilities proper, a simple infants' play area has been set up - to the advantage of children, parents and motorists, since the village street is narrow and dangerous.

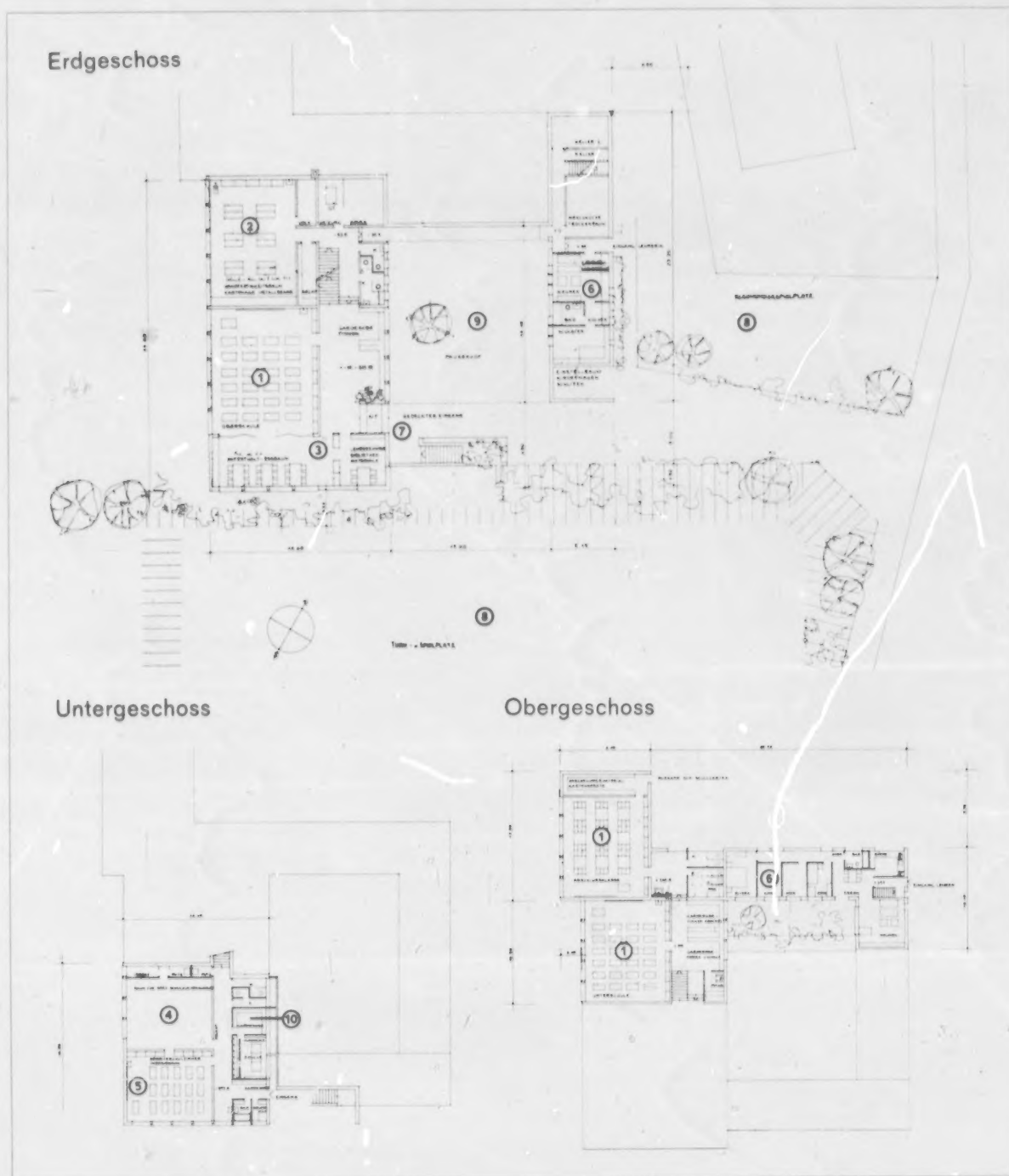


Legende / Key / Légende:

- 1 Klassenzimmer
- 2 Werkräume
- 3 Gruppenraum u. Bibliothek
- 4 Küche
- 5 Handarbeit
- 6 Lehrerwohnung
- 7 Eingang
- 8 Spielplätze
- 9 Hof
- 10 Garderoben

- 1 Class-rooms
- 2 Workshops
- 3 Club and Library
- 4 Kitchen
- 5 Handicrafts-room
- 6 Flat
- 7 Entrance
- 8 Playgrounds
- 9 Court
- 10 Cloak-rooms

- 1 Classes
- 2 Ateliers
- 3 Foyer et bibliothèque
- 4 Cuisine
- 5 Travaux manuels
- 6 Logement de l'instituteur
- 7 Entrée
- 8 Terrains de jeu
- 9 Cour
- 10 Vestiaires





3.412 The "Nobshaus", Wabern (Switzerland)

A dilapidated old house in the centre of the village of Wabern was due to be demolished under a new road plan. Thanks to very strong opposition from a few inhabitants, this beautiful house, a witness to the village's history, has been preserved. The inhabitants formed an action committee to save the venerable building. However, it needed restoring and the high expenditure entailed had to be justified by a judicious use of the premises. The village of Wabern thus acquired a recreation centre which has not only historical value but also a well-conceived interior. The restoration work was directed by specialists and the inhabitants put in innumerable hours of voluntary work.

The centre comprises a general purpose room for courses and other activities, a few rooms for group meetings, a library, a weaving room (open to all) and two workshops.

3.42 Combination school and community centre

3.421 "Loreto" school combined with a cultural, sports and recreation centre, Zug (Switzerland)

The master plan: Twenty-four ordinary secondary school classrooms are located in three similar wings (I-III), with one set of premises for group activities each, together with eight ordinary classrooms for final year classes, also with premises for group activities and a careers guidance classroom.

Another wing (IV) includes various rooms for teaching physics, chemistry, natural history, singing and hand-work for girls. There are also domestic science rooms, workshops for woodwork and metalwork and two rooms specially equipped for modern language teaching. The assembly hall with its seating capacity of 450 deserves special mention as it is specifically equipped for concerts and theatre; this equipment may also be used for other cultural activities, adult education classes, etc. Finally, it should be noted that the school building also has a staffroom, a storeroom, recreation halls and covered playgrounds.

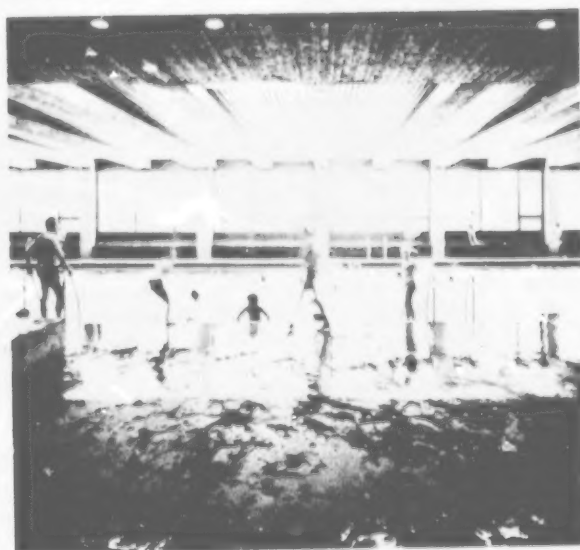
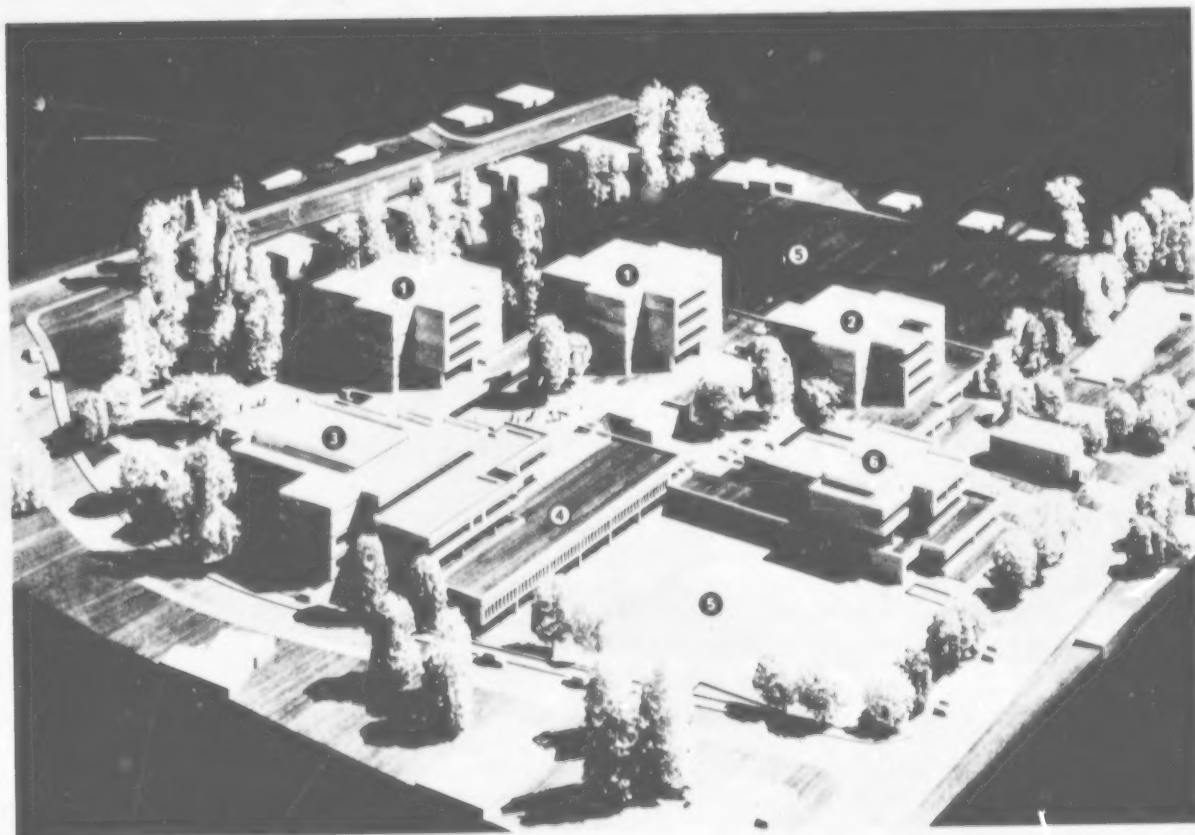
For gymnastics and sports there are two gymnasia with ancillary premises, one indoor swimming pool measuring 11×25 metres (whose base may be raised and adjusted) one playing field, one covered gymnastics area, together with outdoor gymnastics facilities.

Legende/Key/Légende:

- 1 Sekundarschule
- 2 Abschlussklassen
- 3 Aula, Spezialräume usw.
- 4 Turnhallen und Hallenbad
- 5 Spiel- und Sportplätze
- 6 Freizeithaus

- 1 Secondary school
- 2 Upper secondary school
- 3 Assembly hall, clubs, etc.
- 4 Gymnasia and swimming-pool
- 5 Play and sports grounds
- 6 Recreation house

- 1 Ecole secondaire
- 2 Classes terminales
- 3 Aula, locaux spéciaux, etc.
- 4 Halles de gymnastique et piscine couverte
- 5 Terrains de jeux et de sports
- 6 Centre de loisirs



It is customary for all these facilities to be available for sport during leisure time.

The recreation centre contains halls for lectures and other events (the assembly hall and the music room have already been mentioned above), premises for group activities, a kitchen which may be used for teaching purposes or other activities, a hobbies room (also used for exhibitions, the provision of refreshments, etc.) woodwork and metalwork rooms with adjacent store-rooms, a games and reading room which may be combined with the theatre premises; a pantry providing hot drinks is located in the games and reading room. In the basement, in addition to the photography laboratory a large multi-purpose room measuring about 15 x 20 metres is to be set up.

The plan also includes two caretakers' flats as well as central heating plant and the anti-aircraft shelters prescribed by law. Lastly, a 120-bed sick bay is located below the car-park, together with operating theatres and casualty clinics.

The author of the plan has succeeded in distributing buildings and school and leisure premises in such a way as to exploit to the maximum the small site available. In this way classroom teaching need not be hindered by recreational activities. It should be noted that the intelligent arrangement of premises and sites permits operational and organisational savings, without neglecting the interests of further education for adults or sports and recreational activities (see also the plate).

3.422 Yerres education and cultural centre (France)

For the first time in France, the idea of bringing together the schools and the adult population was formulated and in the following terms: "Providing the school with a window on the town, and the town with a window on the school". In fact, similar experiments have already been carried out in Great Britain (community colleges) and in Switzerland (open schools). The practical study of

installations led the first organisers to concentrate all necessary facilities in one spot, using what already existed as a basis.

This required the service of a number of different bodies, including four different ministries (national education, cultural affairs) youth and sports, social affairs, as well as those concerned with regional planning, vocational training, district affairs, saving bank, etc.

The educational and cultural centre includes:

- *Culture and art*: a theatre, museum, exhibition gallery, library, record library, classrooms, and an auditorium.

- *Sport*: a gymnasium catering for 1,000 persons or three sports groups, a body building room, a rhythmic dance room, platforms, running tracks and a swimming pool.

- *Welfare*: a day nursery, a domestic economy reception centre, a family guidance centre, etc. a youth centre, a young workers' hostel, a vocational training and educational centre.

- *Formal education*: a school with 1,200 places, a restaurant serving children's midday meals.

- *Canteen*: mid-day meals for children, and self-service in the evenings for persons using the cultural, sports and recreation facilities.

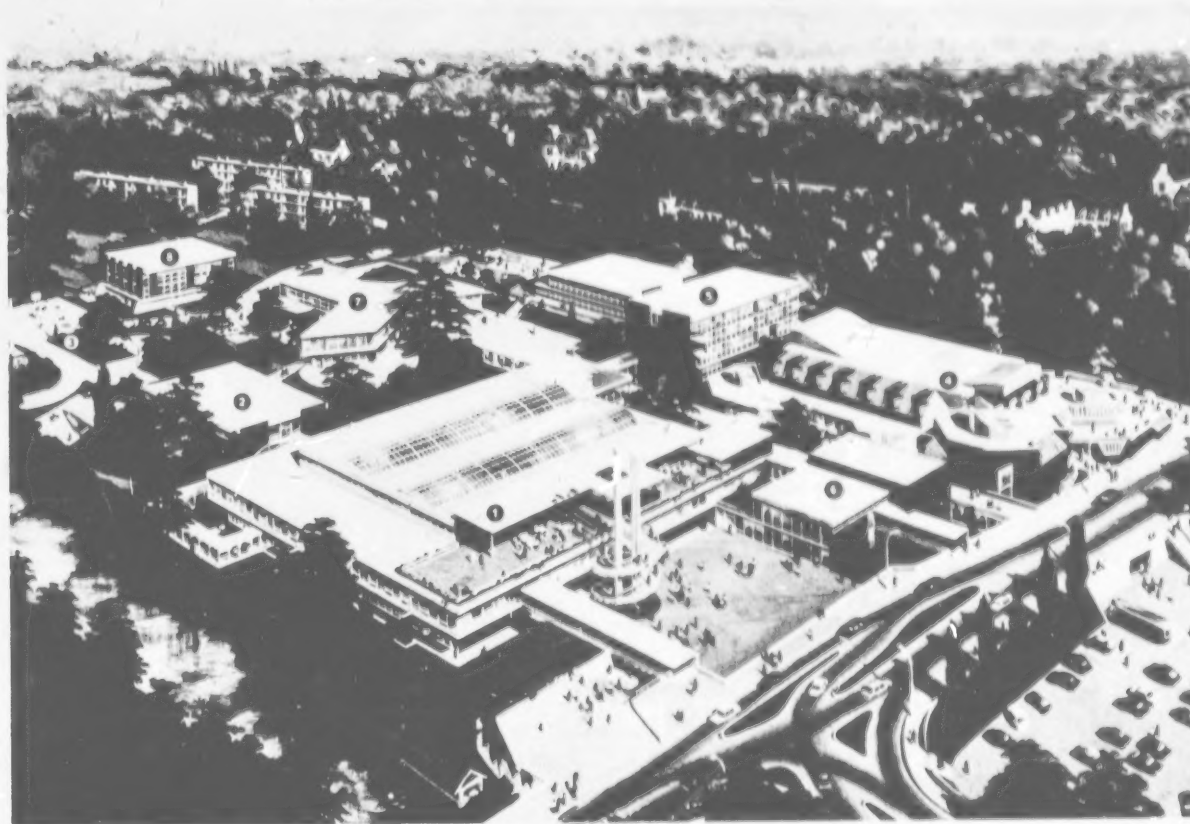
The whole complex, which covers a surface of 20,000 square metres, is located in a four hectare plot on a slope beside a stream opposite the town hall. The educational and cultural centre is administered by a board including representatives of the municipality, the relevant organisations, users and staff. The board meets each month; a steering committee composed of department heads, the bursar and the director of the centre meets each week, and decides on all matters relating to the centre's existence while complying with the general instructions of the board. Joint supervision and administration make for greater integration of the different establishments, enable parts to be apportioned between school and other uses, and ensure that the centre is properly represented and uniformly managed.



- 1 Sporthalle, Bibliothek, Diskothek, Kurs- und Schulräume für praktischen Unterricht
- 2 Schwimmbad
- 3 Spiel- und Sportplätze
- 4 Saal, Bühne, Musik- und Gruppenräume, Ausstellungen
- 5 Schule
- 6 Jugendräume, Bildungszentrum
- 7 Restaurant
- 8 Mitarbeiterwohnungen

- 1 Sports hall, library, discotheque, college of practical education
- 2 Swimming-pool
- 3 Playgrounds and sports fields
- 4 Cultural centre, theatre, exhibitions
- 5 College
- 6 Youth centre, centre of adult education
- 7 Restaurant
- 8 Staff residential quarters

- 1 Salle de sport, bibliothèque, discothèque, classes d'enseignements pratique
- 2 Piscine
- 3 Installations sportives de plein air
- 4 Théâtre, musée, exposition
- 5 Collège
- 6 Maison des jeunes, centre de formation, centre sociale
- 7 Restaurant
- 8 Logements du personnel



3.43 Combined parish and community centre, Grünau, Zurich (Switzerland)

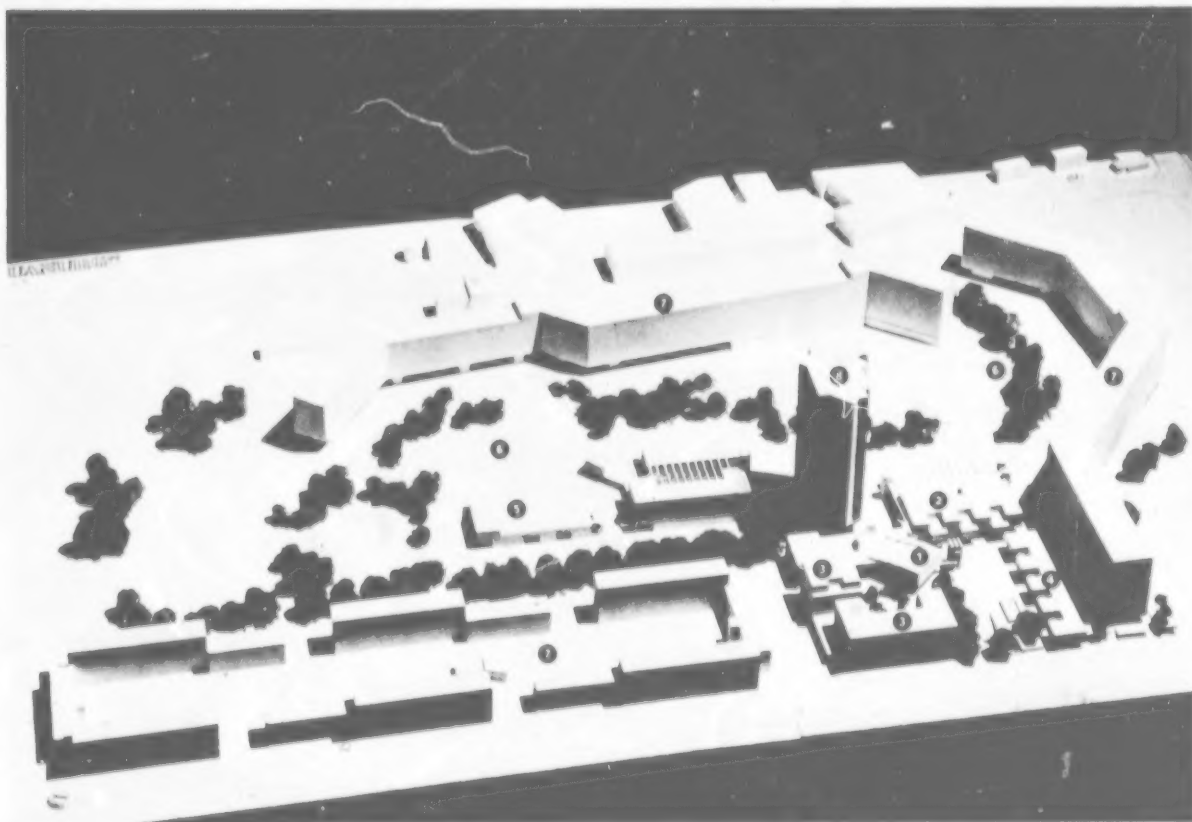
The Grünau housing estate in Zurich is separated from the Altstetten area, to which it belongs administratively, by large roads. It accommodates some 7,000 people. Although relatively small it needed, apart from churches for the two denominations various buildings for religious meetings or other parish activities.

Each parish presented a plan of the premises it required and the residents called for the construction of a recre-

ation centre. It was noted that the different parties' requests for premises coincided on a number of points, and it was thought advisable to form a single centre. Apart from the churches, each parish has its own offices and religious instruction classrooms. The community centre is administered by the "Zurich recreation centres" (Pro Juventute), and the two parishes have first say in planning the use of the premises.

Legende/Key/Légende:

- | | | |
|---|--|--------------------------------------|
| 1 Freizeit- und
Gemeinschaftszentrum | 11 Bibliothek | 5 School-house |
| 2 Katholische und refor-
mierte Kirche unter einem
Dach | 12 Klubräume | 6 Park of the district |
| 3 Alterswohnheim | 13 Mehrzweckräume | 7 Apartment houses |
| 4 Ladenbauten | 14 Werkräume | 8 Multi-storey apartment
building |
| 5 Schulhaus | 15 Reserveräume | 9 Meeting point |
| 6 Siedlungspark | | 10 Hall 200 seats |
| 7 Wohnbauten | 1 Recreation and public
centre | 11 Library |
| 8 Wohnhochhaus | 2 Catholic and protestant
church under one roof | 12 Club rooms |
| 9 Treffpunkt | 3 Old-age asylum | 13 Multi-purpose rooms |
| 10 Saal 200 Pl. | 4 Shop buildings | 14 Work shops |
| | | 15 Reserve rooms |

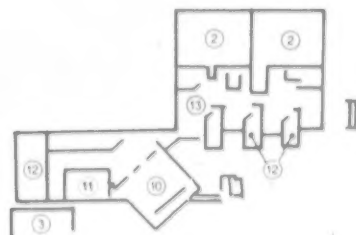


- 1 Centre communautaire et
centre paroissial
- 2 Eglise catholique et protes-
tante
- 3 Home pour personnes
âgées
- 4 Centre commercial
- 5 Ecole
- 6 Parc public
- 7 Ensemble d'habitation
- 8 Immeuble d'habitation
- 9 Lieu de rencontre
- 10 Salle 200 places
- 11 Bibliothèque
- 12 Foyers
- 13 Salle à usage multiple
- 14 Ateliers
- 15 Réserves

Erdgeschoss
Ground floor
Rez-de-chaussée



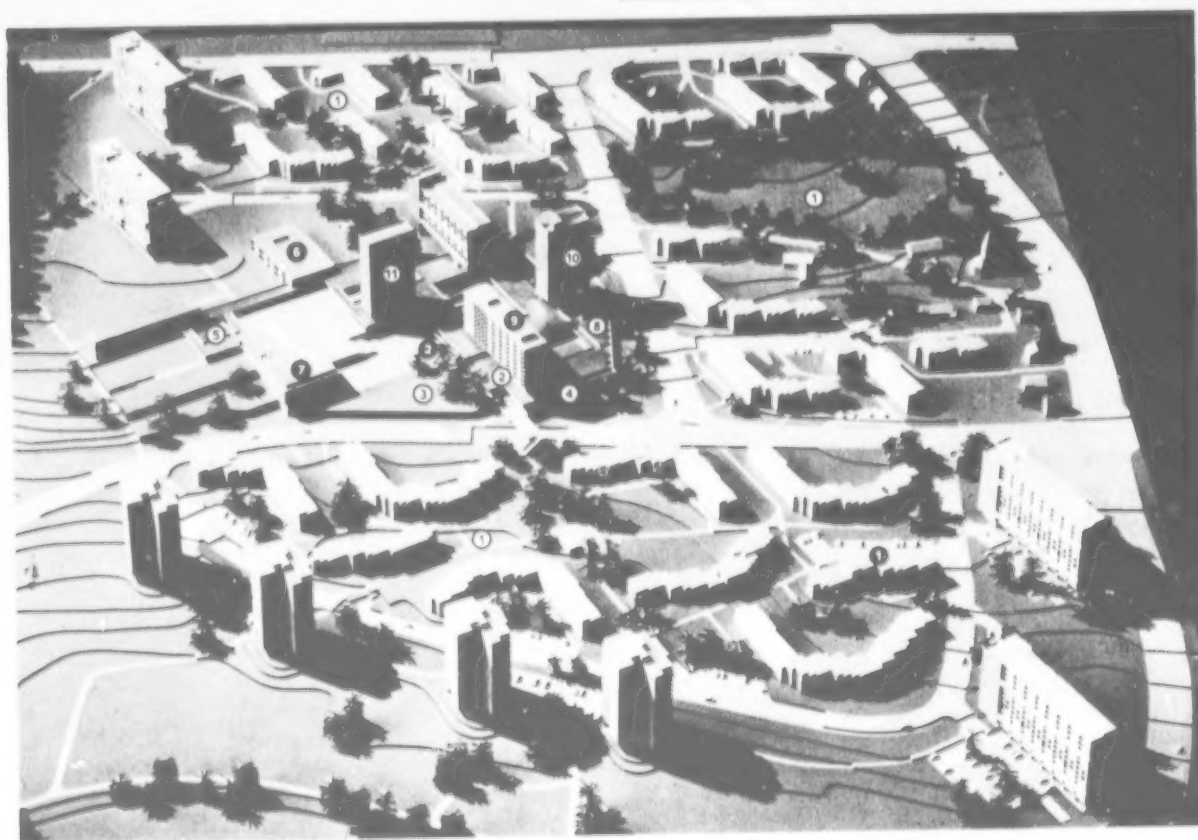
Obergeschoss
First floor
1ere etage



3.44 Community centres included in the local development plan

3.441 Development of a district centre in Unteraffoltern, Zurich (Switzerland)

The Unteraffoltern development plan affords an attractive possibility, that of centralising all public services, schools, churches, shops and recreation facilities. Co-ordination of this kind raises certain difficulties springing from the variety of activities carried out in the different sectors. A careful study has been made of the various problems and has resulted in the Unteraffoltern plan: facilities are distributed over several floors which communicate by means of stairs, ramps and corridors. The advantage of this kind of centre is that possibilities of co-ordination and joint activity are exploited to the maximum.



Legende/Key/Légende:

- 1 Wohnsiedlungen
- 2 Gemeinschaftszentrum für alle Altersstufen
- 3 Robinsonspielplatz
- 4 Restaurant mit direkter Verbindung zum Gemeinschaftszentrum
- 5 Sportanlagen für Schule und Freizeit
- 6 Schule
- 7 Kirche

- 8 Einkaufszentrum und Verwaltung
- 9 Studentenwohnheim
- 10 Alterssiedlung
- 11 Alterswohnheim
- 1 Housing estate
- 2 Community-centre for all age-groups
- 3 Adventure playground
- 4 Restaurant with direct access to community centre
- 5 School sports and recreation

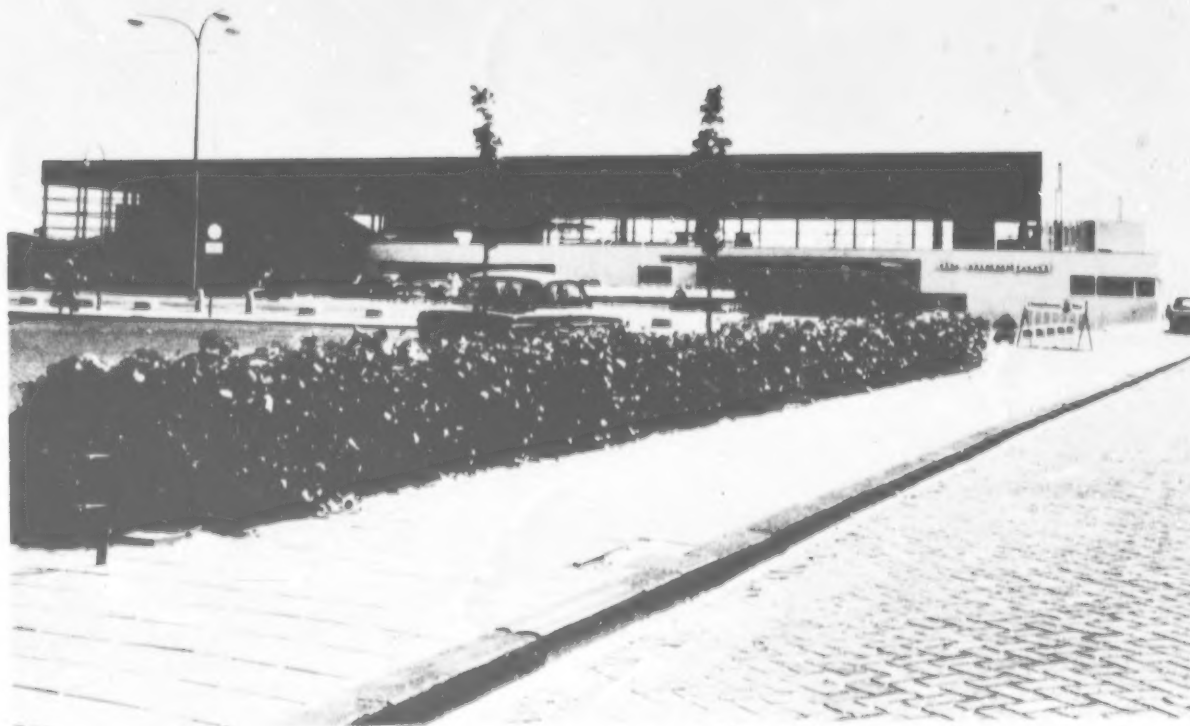
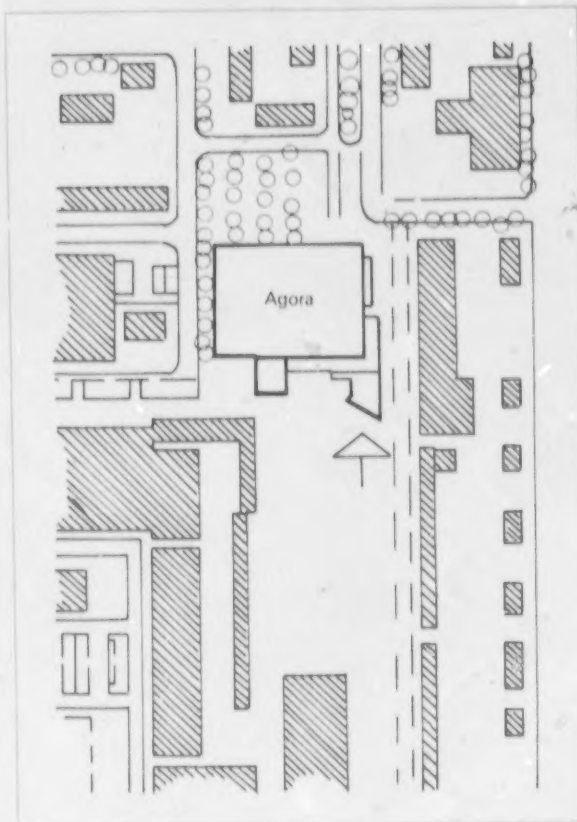
- 6 School
- 7 Church
- 8 Shopping and administrative centre
- 9 Students' hostel
- 10 Flats for elderly people
- 11 Old people's hostel
- 1 Ensemble d'habitation
- 2 Centres communautaires pour tous les groupes d'âge
- 3 Place de jeu Robinson

- 4 Restaurant communiquant directement avec le centre communautaire
- 5 Installations de sport pour l'école et les loisirs
- 6 Ecole
- 7 Eglise
- 8 Centre commercial et administratif
- 9 Home pour étudiants
- 10 Appartement pour personnes âgées
- 11 Home pour personnes âgées

1. *General situation:* The small town of Dronten has a population of 2,000, while that of the neighbouring area is about 10,000. It is here that the Ostflevoland polder market is held. Dronten has been in existence for ten years only, and the architect Van Klingerén was asked to plan the town centre, which includes the covered market place, the main square and the recreation centre.

2. *Cost:* The development of this area cost about 3.3 million florins.

3. *Purpose:* The Agora is a multi-purpose centre, or a kind of forum. Everybody goes there, regardless of age and social situation. The different premises and amenities have no fixed use. The field where children play football during the day provides the setting for adult activities, such as jazz concerts or other events, in the evening. This system works well mainly because the Dronten Agora constitutes a large wholly purpose-built community centre, established according to a single plan without the impediment of an existing infrastructure.



Legende / Key / Légende:

- 1 Haupteingang
- 2 Kasse
- 3 Garderobe
- 4 Kegelbahn
- 5 Projektionsschirm
- 6 Haupthalle
- 7 Theaterarena
- 8 Kongressräume
- 9 Ventilationskanäle
- 10 Skulptur

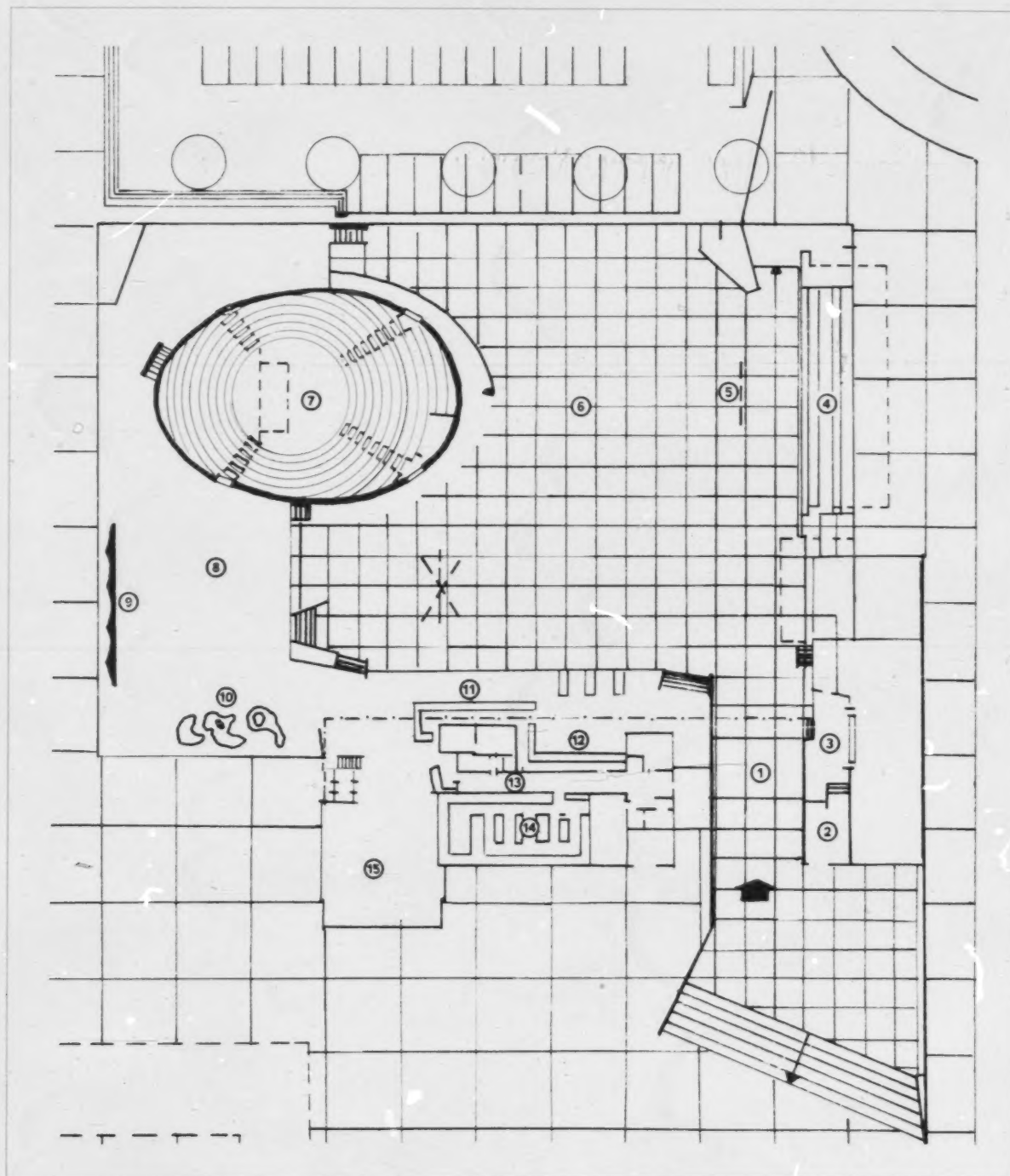
- 11 Office
- 12 Bar
- 13 Ausgabe
- 14 Küche
- 15 Restaurant

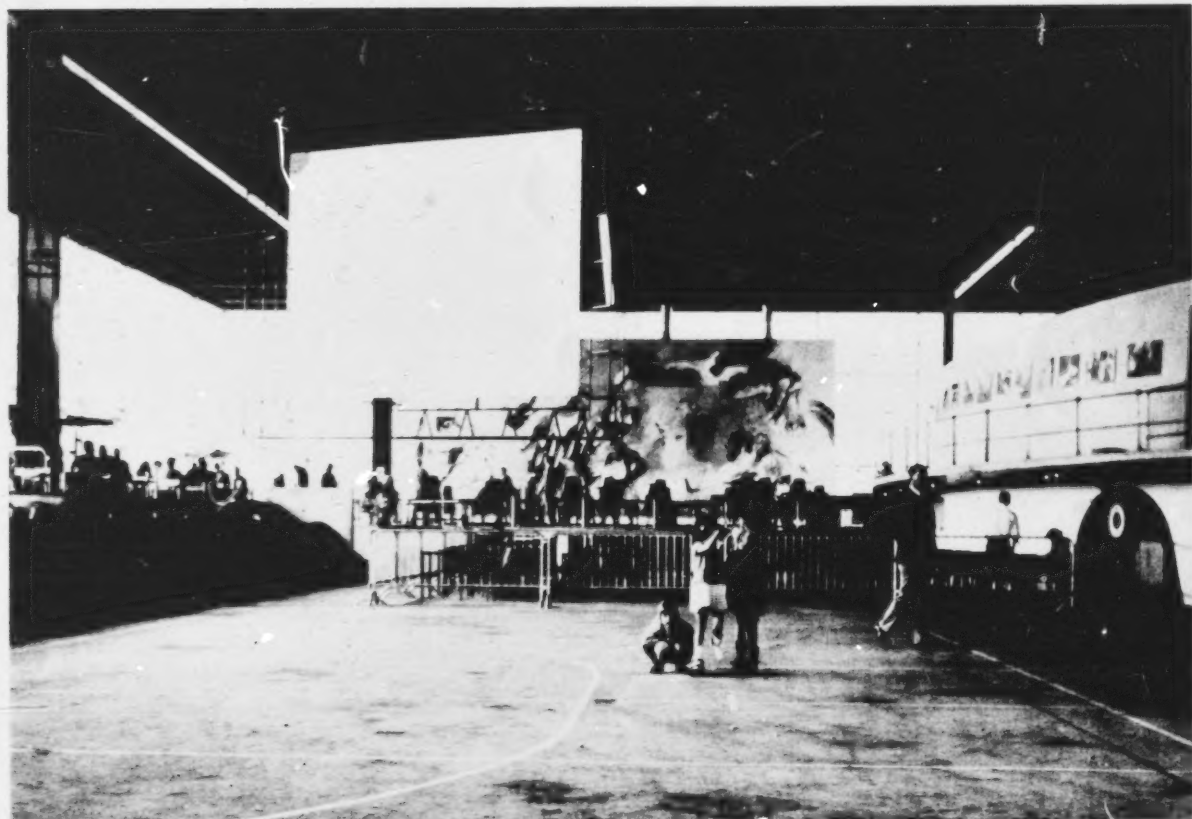
- 1 Main entrance
- 2 Pay-desk
- 3 Cloak-rooms
- 4 Bowling alley
- 5 Cinema screen
- 6 Main-hall

- 7 Theatre arena
- 8 Congress rooms
- 9 Wall and ventilation ducts
- 10 Sculpture
- 11 Pantry
- 12 Bar
- 13 Service counter
- 14 Kitchen
- 15 Café-restaurant

- 1 Entrée principale
- 2 Caisse

- 3 Vestiaires
- 4 Jeu de quilles
- 5 Projection
- 6 Marché couvert
- 7 Théâtre
- 8 Salles de congrès
- 9 Aération
- 10 Sculpture
- 11 Office
- 12 Bar
- 13 Service
- 14 Cuisine
- 15 Café







3.5 Recreation facilities for an urban area or region

3.51 The Lausanne municipality youth valley (Switzerland)

Inherited from the 1964 national exhibition, the youth valley has been altered and developed by the Lausanne municipality and is intended for use by residents of the Lausanne area, and young people in particular.

There are four sections: kindergarten, road safety training area, miniature theatre and training centre. Many different recreation and educational activities are available and these are considered in greater detail below.

Kindergarten: This includes a large area for open air games, a miniature village, games rooms which can be used in bad weather and equipped for craft work, etc. It is open from mid-April to the end of October to boys and girls from the Lausanne area aged between four and ten. No entrance fee is charged, and the use of games equipment is also free of charge.

Hours: The kindergarten is open every day except Sunday, from 10 a.m. to 6 p.m. During the summer holidays it opens at 9 a.m. and it remains open in rainy weather, when covered areas may be used.

Supervision: The children are supervised by kindergarten staff.

Tea: A snack is served at 4 p.m. at the cost of 50 cts.

Midday meal: No meals are served, but children wishing to remain at midday may bring a picnic lunch.

Insurance: There is no particular insurance cover against accidents, since most children should normally come under the compulsory children's insurance system.

Road safety training area: This contains a number of thoroughfares and is well equipped for teaching traffic rules, training school crossing attendants and organising tests for cyclists. The latter are compulsory in the Vaud canton and are taken by about 4,500 Lausanne schoolchildren every three years.

During the holidays, children aged between 9 and 10 using the youth valley may be given advice and instruction on traffic rules one or two afternoons per week, provided by the school brigade of the municipal police which is responsible for this sector.

The miniature theatre, equipped for plays, varieties, choral or musical performances, is used during the season. At the end of each week from May to September, young players present high quality performances to large audiences: the children themselves particularly appreciate the puppet shows specially put on for them on Wednesday afternoons.

The training centre contains the following premises:

- Large assembly hall
- 24-bed dormitory
- Sanitary installations
- Exhibition gallery
- Kitchen
- Several workshops.

These premises may be used for leadership training and refresher training by any group of young people whatever, and at little cost.

Legende/Key/Légende:

- 1 Parc Bourget
- 2 Schloss Vidy
- 3 Granitbrunnen
- 4 Camping
- 5 Römische Ruinen
- 6 Spielplatz, Bogenschiessen
- 7 Leichtathletik und Gymnastik
- 8 Garderoben
- 9 Fussball
- 10 Hockey
- 11 Sporthalle
- 12 Stadion Vidy
- 13 Restaurant
- 14 Esplanade der Kantone
- 15 Kupferbrunnen
- 16 Esplanade «Jacques Dalcroze»
- 17 Tennisplätze
- 18 Gedeckte Tennisplätze
- 19 Theater
- 20 Kindergarten und Spielplatz

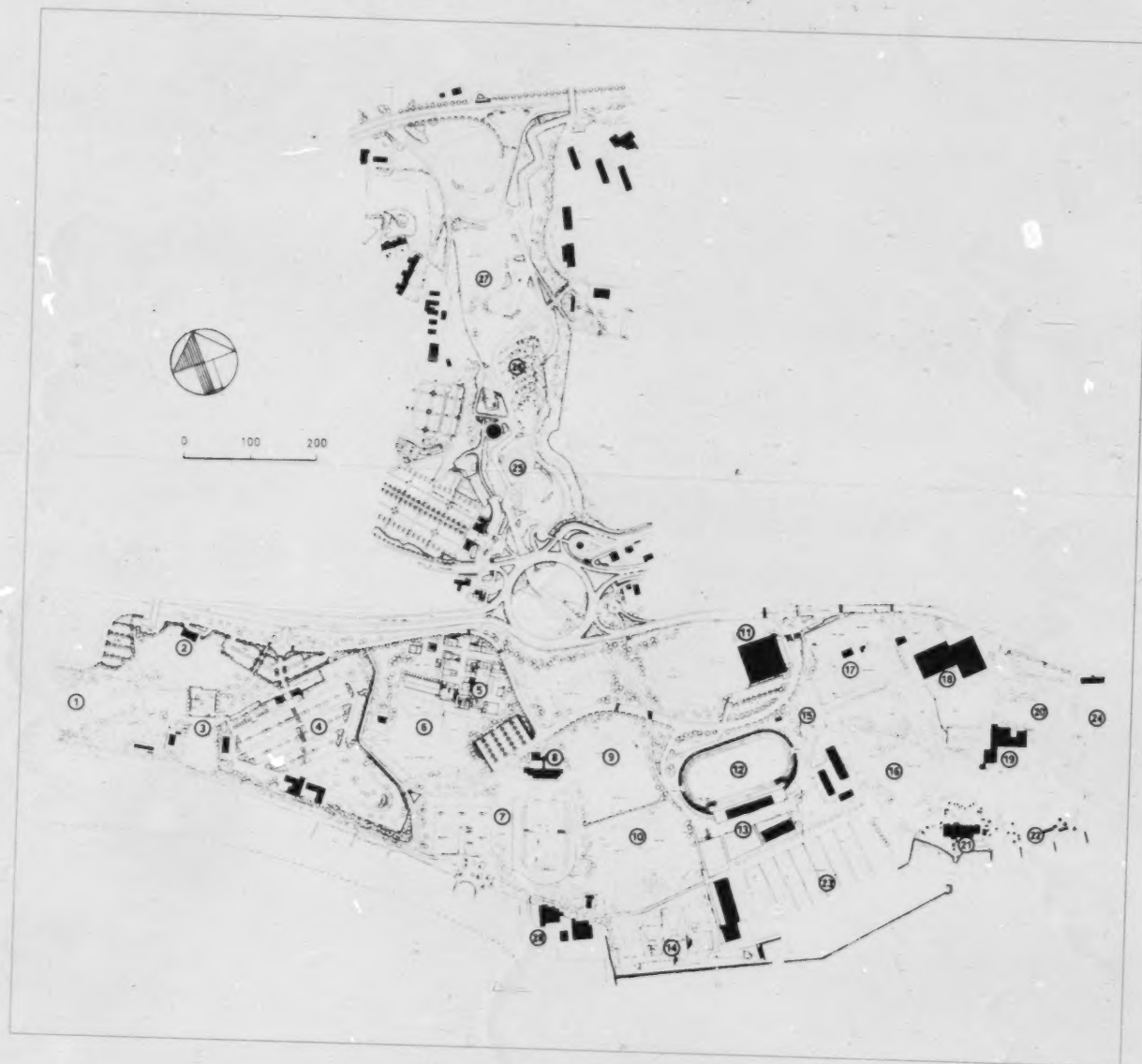
- 21 Restaurant «Voile d'Or»
- 22 Öffentliches Bad
- 23 Hafen Vidy
- 24 Bellerive-Plage
- 25 Jugendzentrum
- 26 Rosengarten
- 27 Spielplatz
- 28 Ruderhafen

- 1 Bourget Park
- 2 Vidy Castle
- 3 Granite fountain
- 4 Camping
- 5 Roman ruins
- 6 Playgrounds, Archery
- 7 Athletics and Gymnastics
- 8 Changing-rooms
- 9 Football
- 10 Hockey
- 11 Sports hall
- 12 Vidy Stadium
- 13 Restaurant
- 14 Esplanade of the Cantons
- 15 Copper fountain
- 16 «Jacques Dalcroze» Esplanade

- 17 Tennis courts
- 18 Roofed tennis courts
- 19 Theatre
- 20 Kindergarten and Playground
- 21 «Voile d'Or» Restaurant
- 22 Public baths
- 23 Vidy Port
- 24 Bellerive-Plage
- 25 Youth centre
- 26 Rose-garden
- 27 Playground
- 28 Rowing-boat port

- 1 Parc Bourget
- 2 Château de Vidy
- 3 Fontaine de granit
- 4 Camping
- 5 Ruines romaines
- 6 Place de jeux, tir à l'arc
- 7 Athlétisme et gymnastique
- 8 Vestiaires
- 9 Football
- 10 Hockey
- 11 Halle de sports
- 12 Stade de Vidy

- 13 Restaurant
- 14 Esplanade des cantons
- 15 Fontaine de cuivre
- 16 Esplanade «Jacques Dalcroze»
- 17 Tennis
- 18 Tennis couverts
- 19 Théâtre
- 20 Jardin d'enfants et place de jeux
- 21 Restaurant de la «Voile d'Or»
- 22 Bains publics
- 23 Port de Vidy
- 24 Bellerive-plage
- 25 Centre de la jeunesse
- 26 Roseraie
- 27 Place de jeux
- 28 Port de l'aviron

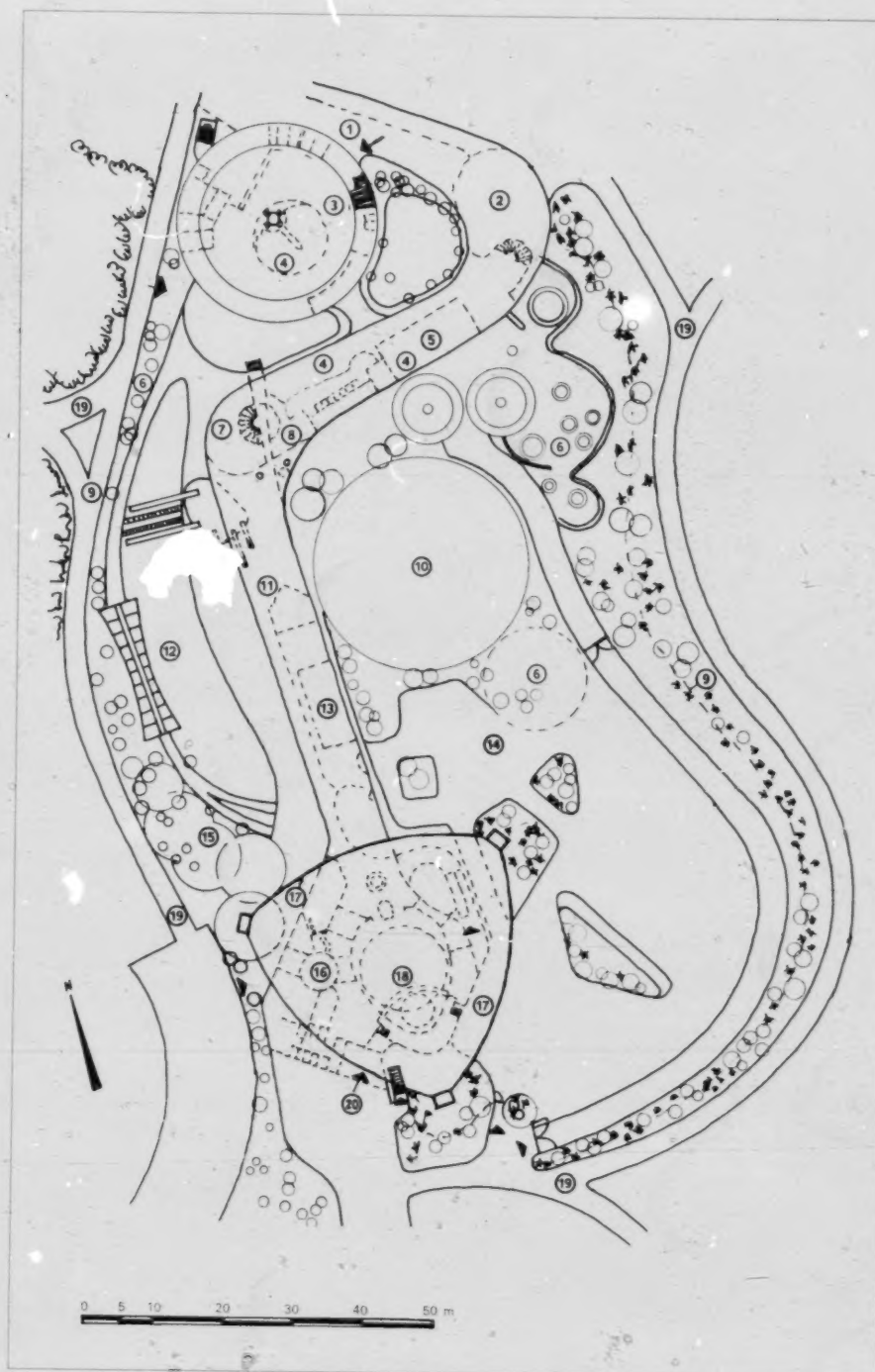


Legende / Key / Légende:

- 1 Nordeingang
- 2 Administration
- 3 Treffpunkt/Halle
- 4 Clubräume und Werkstätten
- 5 Schlafräume
- 6 Spieldörfli
- 7 Leiterwohnung
- 8 Kindergarten
- 9 Umzäunung
- 10 Spielwiese
- 11 Passerelle
- 12 Spielhügel
- 13 Schuppen für Fahrzeuge
- 14 Kinder-Verkehrsgarten
- 15 Tiere
- 16 Gruppenräume
- 17 Grosse Überdachung
- 18 Theater
- 19 Fussweg
- 20 Südeingang

- 1 North entrance
- 2 Administration
- 3 Hall
- 4 Clubs and Workshops
- 5 Dormitories
- 6 Playhouses
- 7 Councilor's apartment
- 8 Kindergarten
- 9 Enclosures
- 10 Playground
- 11 Overpass
- 12 Hill
- 13 Shed for vehicles
- 14 Facilities for traffic instruction
- 15 Animals
- 16 Clubs
- 17 Roofed in area
- 18 Theatre
- 19 Pathway
- 20 South entrance

- 1 Entrée du nord
- 2 Administration
- 3 Centre d'accueil
- 4 Foyer et ateliers
- 5 Dortoirs
- 6 Village de cabanes
- 7 Appartement
- 8 Jardin d'enfants
- 9 Clôture
- 10 Pelouse
- 11 Passerelle
- 12 Colline de jeux
- 13 Locaux des jardins de circulation
- 14 Jardin de circulation
- 15 Animaux
- 16 Locaux de réunion
- 17 Grande voile
- 18 Théâtre
- 19 Chemin des piétons
- 20 Entrée du sud



3.52 The Bron-Parilly open-air centre, Rhône (France)

This centre is spread over four hectares and contains different facilities for various activities: paddling pools, swings, adventure area, etc. The buildings include:

General services, near the main entrance of the centre, comprising the buildings which are used by all age groups.

1. Catering block: Dining rooms, kitchen (and WC);

2. Administration: Offices, director's flat and office, leaders' rooms, washrooms, sick bay.

Activities:

3. Shows and games: Meeting room with stage and games room; 4. Handiwork: Multi-purpose workshops;

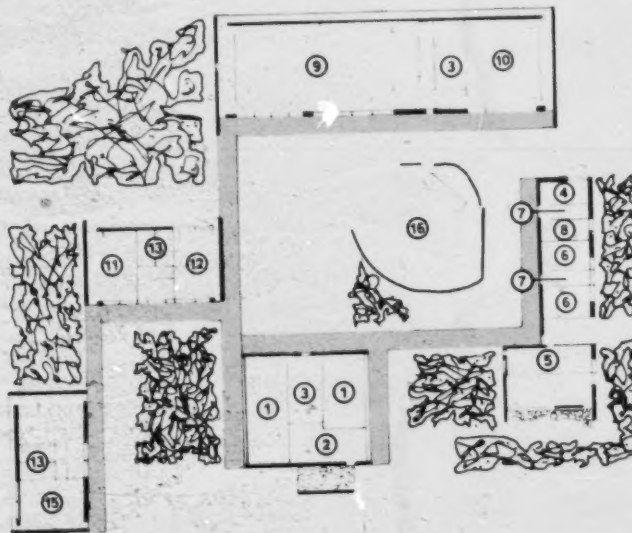
painting workshops; 5. Music and reading rooms.

Legende / Key / Légende:

- 1 Essräume
- 2 Küche
- 3 WC
- 4 Büros
- 5 Büro und Wohnung des Direktors
- 6 Zimmer der Leiter
- 7 Sanitäre Anlagen
- 8 Sanitätszimmer
- 9 Versammlungssaal mit Bühne
- 10 Spielsaal
- 11 Vielzweck-Werkräume
- 12 Malräume
- 13 Material
- 14 Lesen
- 15 Musizieren
- 16 Freilichttheater

- 1 Dining-rooms
- 2 Kitchen
- 3 Lavatories
- 4 Offices
- 5 Office and Manager's apartment
- 6 Staff rooms
- 7 Sanitary facilities
- 8 First Aid Room
- 9 Assembly hall with Stage
- 10 Playroom
- 11 Multi-purpose workshops
- 12 Painting
- 13 Material
- 14 Reading
- 15 Music
- 16 Open Air Theatre

- 1 Salles à manger
- 2 Cuisine
- 3 WC
- 4 Bureaux
- 5 Logement et bureau du directeur
- 6 Chambres des moniteurs
- 7 Sanitaires
- 8 Infirmerie
- 9 Salle de réunion avec scène
- 10 Salle de jeu
- 11 Ateliers à destination multiple
- 12 Ateliers de peinture
- 13 Matériel
- 14 Lecture
- 15 Musique
- 16 Théâtre en plein air



3.53 The Port-Mort open-air centre (France)

Legende / Key / Légende:

- 1 Zufahrtsstrasse
- 2 Vorplatz
- 3 Administration
- 4 Küche, Speisesaal
- 5 Mehrzwecksaal
- 6 Räume für die Kleinen
- 7 Räume für die Mittleren
- 8 Räume für die Grossen
- 9 Spielflächen
- 10 Passerelle

- 1 Driveway
- 2 Court
- 3 Administration
- 4 Kitchen, Dining-hall
- 5 Multi-purpose area
- 6 Nurseries
- 7 Childrens' rooms
- 8 Youth centres
- 9 Play Areas
- 10 Overpass

- 1 Route d'accès
- 2 Aire d'arrivée
- 3 Administration
- 4 Cuisine, salle à manger
- 5 Salle polyvalente
- 6 Activités des petits
- 7 Activités des moyens
- 8 Activités des grands
- 9 Aires de jeux
- 10 Passerelle



3.54 Vällingbyområdet, Stockholm area (Sweden)

When plans for the development of new housing estates were drawn up for Stockholm, extensive recreation areas were set aside. One example is Vällingbyområdet.

a recreation area on the banks of Lake Mälaren and surrounded by three large housing estates: Hässelby, Vällingby and Blackeberg.

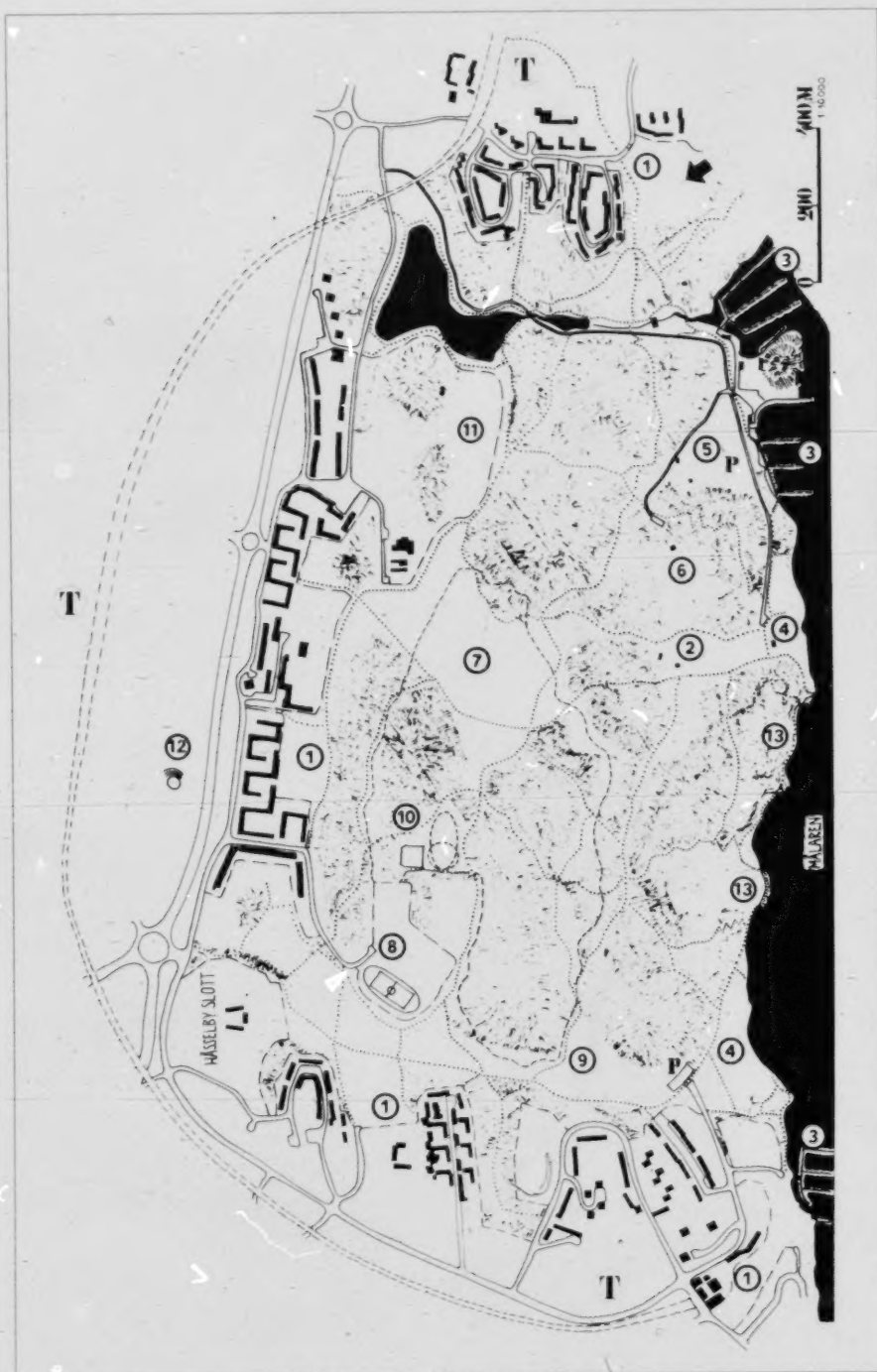
Pedestrian thoroughfares intersect the whole area.

Legende / Key / Légende:

- 1 Spielplatz
- 2 Ausflugs-spielplatz
- 3 Bootshafen
- 4 Freiluftbad
- 5 Parkplatz und Bootplatz
- 6 Familiengärten
- 7 Spielfeld
- 8 Sportplatz
- 9 Ski
- 10 Reiten
- 11 Friedhof
- 12 Theater
- 13 Aussichtsplätze
- P Parkplatz
- T Untergrundbahn-Station

- 1 Play area (close to the housing estate)
- 2 More distant play areas
- 3 Pleasure boat harbour
- 4 Bathing beach
- 5 Park for boats and cars
- 6 Allotments
- 7 Exercise area
- 8 Sports grounds
- 9 Ski-practice runs and jumps
- 10 Riding school
- 11 Cemetery
- 12 Open-air theatre
- 13 Look-out
- P Car park
- T Underground station

- 1 Places de jeu près des ensembles
- 2 Place de jeu dans la nature
- 3 Port
- 4 Plages
- 5 Parc de stationnement pour voitures et bateaux
- 6 Jardins de banlieue pour les familles
- 7 Surfaces gazonnées terrain de jeu
- 8 Installations de sport
- 9 Piste et pente de ski
- 10 Manège et allées cavalières
- 11 Cimetière
- 12 Théâtre en plein air
- 13 Place avec vue
- P Parc à voitures
- T Station de métro



3.55 Open-air and recreation facilities for an urban area, Stockholm (Sweden)

Stockholm residents enjoy a large number of leisure facilities in both the city and its surroundings, these are of immense value for children in particular.

1. *Swimming:* Stockholm's location made it possible to develop excellent beaches on the banks of Lake Mälaren as well as a number of other lakes. Swimmers have the choice of almost 20 km of beach during the three summer months and more than thirty swimming pools are open from mid-May to mid-October; six of these can be heated.

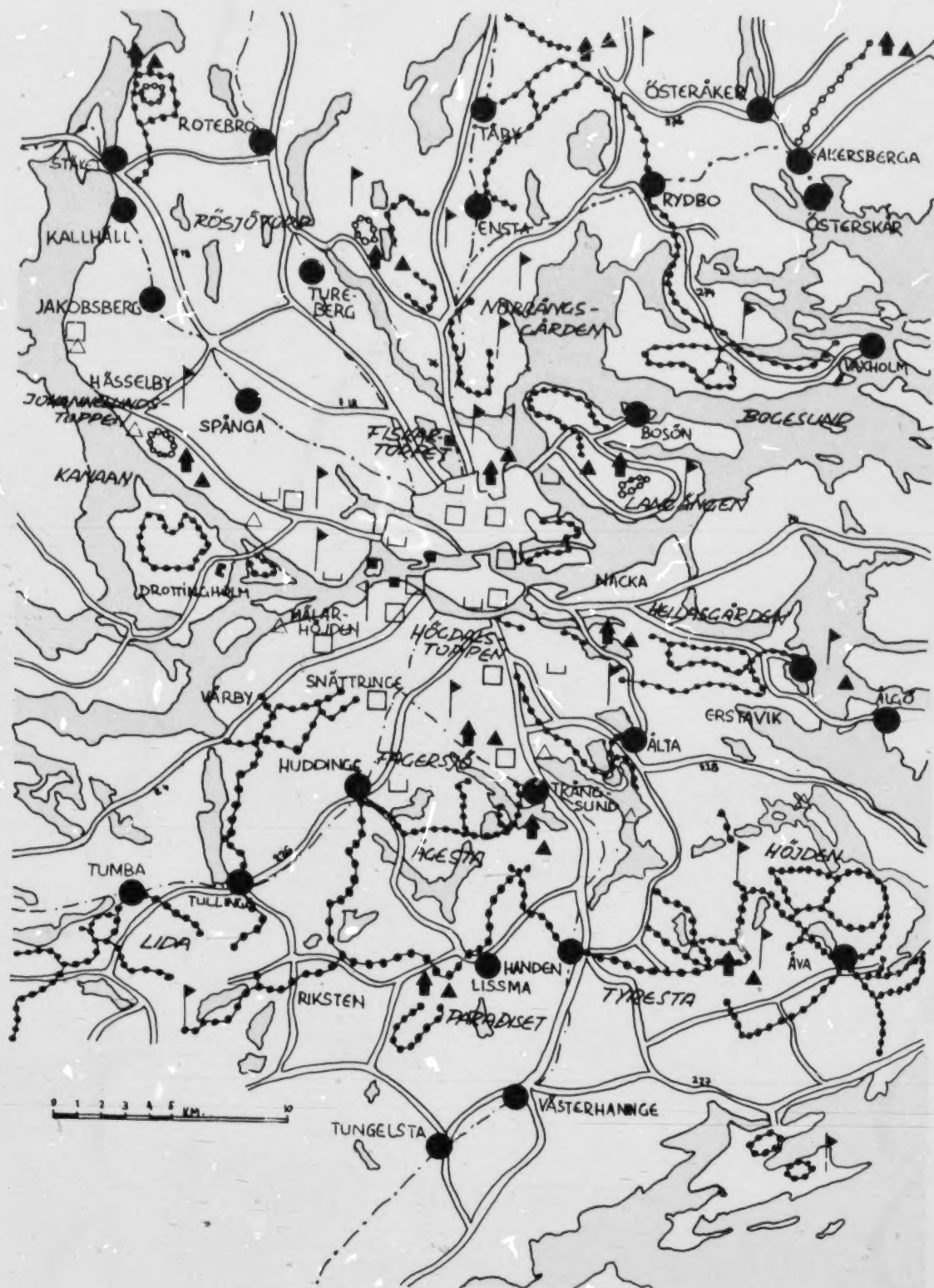
There are also fourteen indoor swimming pools in use throughout the year: since 1935 special swimming pools have also been opened for children who are supervised by monitors and swimming instructors. Entry is free for children between the ages of five and fourteen; in different pools swimming instruction and games are organised.

2. *Skiing:* The nordic winter is not without its advantages! In the Stockholm area alone there are 58 tracks laid out for cross-country skiing, some of which are even illuminated at night. Near the town, illuminated slopes have been set out, varying from 7 to 20 km in length: their total length would cover the distance from Stockholm to Hälsingborg. The whole region is well provided with picnic sites and shelters.

In conjunction with schools and playgrounds, the department for sports and outdoors activities organises skiing instructing, excursions and games. Whole families also come in search of enjoyment on these slopes. Apart from cross-country skiing facilities there are also downhill runs, slalom tracks and ski jumps.

3. *Outdoor and sports areas:* Within a 50 to 60 km. radius of Stockholm, 18 outdoor areas have been set up. These cover a total of 20,000 hectares and about 1,100 hectares for fishing. Camp sites have been installed, together with marinas, bins, shelters, etc. Families may rent chalets for holidays. The department for sports and outdoors activities regularly organises young people's camps for certain sports, such as swimming, hiking, sailing, riding, etc.

☐	Hallenbad
■	Sonnenbad
☐	Freibad
△	Strandbäder
↑	Unterkunft
▲	Restaurant
...	Skipiste (markiert)
o-o-o	Skipiste (beleuchtet)
└	Slalom/Abfahrt
└	Sprungschanze
...	Freiluft-Erholungsgebiet
☐	Indoor swimming-pool
■	Sun-bathing areas
☐	Open-air swimming-pool
△	Bathing beaches
↑	Accommodation
▲	Restaurant
...	Ski-runs (marked out)
o-o-o	Ski-runs (lit)
└	Slalom-runs
└	Ski-jumps
...	Open-air sports and recreation areas
☐	Piscine couverte
■	Terrain pour bains de soleil
☐	Piscine d'été
△	Plages
↑	Hébergement
▲	Restaurant
...	Piste de ski marquée
o-o-o	Piste de ski éclairée
└	Piste de descente/slalom
└	Tremplin de saut
...	Domaine de plein air et de sport



3.56 The "Parcours-Vita", Zurich (Switzerland)

In the Zurich area several sports training circuits have been developed in recent years for general use. Each of these is located in a natural wooded environment and makes provision for 20 series of gymnastic exercises, which may be performed depending on age and physical condition. The exercises are clearly described by illustrations on weather-resistant sign boards. The total length of each circuit is between 2 and 3 km. Depending on the exercises, circuits contain basic equipment of a simple kind, mostly made of logs. These training grounds are very popular with residents and in most cases it is fathers who use them with their children, or even entire families.

VITA-PARCOUR ZÜRICH-KAFERBERG



3.57 Development of recreation areas in the Ruhr (Federal Republic of Germany)

The regional union "Siedlungsverband Ruhrkohlenbezirk" (SVR) has for a long time been concerned with the systematic development of recreation and outdoor

areas in the Ruhr mining area. The SVR represents 18 towns, six rural districts and three semi-rural districts, covering approximately 4,600 square km. About four-fifths of the 5.5 million inhabitants live in the centre of the basin. One of the principal tasks of the SVR is preserving and developing large green belts on which



Legende/Key/Légende:

- 1 Freizeithaus mit Bühne, Halle, Saal, Lesegruppen, Werkräumen usw.
- 2 Geselligkeitszone mit Musikpavillon, Parkanlagen usw.
- 3 Mehrzweckhalle für 4000 Personen mit Restaurant
- 4 Promenade mit Spieleinrichtungen
- 5 Tierpark
- 6 Sport- und Spielzone
- 7 Gewerbliche Spiel- und Schauzone
- 8 Wasserspiele
- 9 Freibad/Wellenbad
- 10 Wald, extensives Erholungsgebiet

- 1 Recreation centre with stage, assembly hall, reading room, workshops, etc.
- 2 Section for group meetings with bandstand, gardens, etc.
- 3 Multi-purpose hall for 4000 people with restaurant
- 4 Walks and games areas
- 5 Zoo
- 6 Sports and games section
- 7 Amusement park (games for which a charge is made)
- 8 Fountains
- 9 Open-air swimming-pool and pool with artificial waves
- 10 Forest area, set aside for rest and recreation

- 1 Maison des loisirs avec scène, grande salle, salle de lecture, ateliers, etc.
- 2 Secteur pour les rencontres en société avec kiosque à musique, jardins, etc.
- 3 Salle à usage multiple pour 4000 personnes avec restaurant
- 4 Promenade et installations de jeu
- 5 Zoo
- 6 Secteur sport et jeux
- 7 Installations de jeux payantes
- 8 Jets d'eau
- 9 Piscine d'été/piscine à vagues artificielles
- 10 Forêt, zone réservée à détente

building is prohibited. The SVR is responsible for drawing up development plans and its decisions in this area have the force of law.

The SVR advises and supplies administrative or financial assistance in the development of recreation areas, and its sphere of responsibility covers national parks, relaxation areas, recreation centres, parks and facilities, as well as holiday villages. The fact that a single organisation with legal authority is concerned with the study of these problems for an entire region enables these areas to be developed systematically and on a huge scale.

Recreation areas are located within or outside national parks, and are intended exclusively for relaxation purposes (i.e. the number of users is limited in function of the different sectors, e.g. hiking areas, and rest areas). *Regional recreation centres* contain sports facilities, such as playing grounds and swimming pools, which are separated by open areas; they cover about 250 hectares. *Regional recreation parks* cover a limited area, comprising recreation centres, public sports and swimming facilities including some charging an entrance fee, such as restaurants or certain games facilities. Adjacent to each recreation centre measuring 25 hectares there must

Gesamtübersicht

General view

Situation générale

- Vorhandene Freizeitzentren
- Geplante Freizeitzentren
- Standorte der Freizeitzentren
- Completed recreation centres
- Planned recreation centres
- Situation of recreation Parks
- Centres de loisirs réalisés
- Centres de loisirs en projet
- Situation des parcs de loisirs



Standort des Revierparks Gysenberg im Grenzraum Herne/Bochum

Situation of Gysenberg Park between Herne and Bochum

Situation du parc régional Gysenberg entre Herne et Bochum

- Revierpark Gysenberg mit Tierpark
- ▨ Wald
- Erholungsbezirke
- Hauptstrassen
- Recreation Park of Gysenberg with zooological garden
- ▨ Forest
- Districts for recreation
- Highways
- Parc de loisirs de Gysenberg avec jardin zoologique
- ▨ Forêt
- Districts de loisirs
- Routes centrales

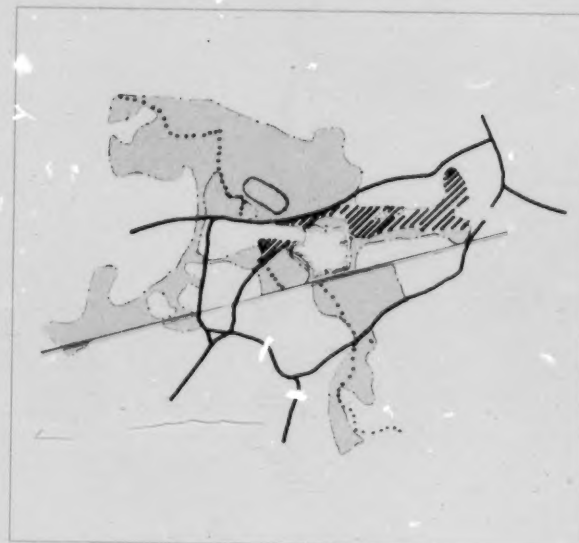


Standort des Revierparks Nienhausen im Grenzraum Essen/Gelsenkirchen

Situation of Nienhausen Park between Essen and Gelsenkirchen

Situation du parc régional Nienhausen entre Essen et Gelsenkirchen

- Revierpark Nienhausen
- ▨ Städtische Grünanlagen
- Andere Frei- und Grünflächen
- Hauptstrassen
- Bahn
- Recreation Park of Nienhausen
- ▨ Parks
- Meadows
- Highways
- Railway
- Parc de loisirs de Nienhausen
- ▨ Parcs
- Espaces verts
- Routes centrales
- Chemin de fer



be an outdoors relaxation zone of at least 50 hectares. *Recreation facilities* intended for more than one municipality contain different sports and games amenities together with a swimming pool. The minimum area is 15 hectares within an open zone covering at least 100 hectares.

Holiday villages contain camp sites, weekend chalets, etc.

One such park is practically completed and is located in the Herne area:

Gysenberg park: This park has several entrances corresponding to the main roads and is linked with the town by public transport services. Near the entrances there are parking areas for 1,000 cars, and for bicycles, motor cycles, etc. Entry is open to all: the recreation centre, which is close to the main entrance, contains one large room, premises for group activities, workshops, a reading room and an open reading area, and a gymnasium. One part of the building is reserved for administration, exhibitions and enquiries.

Lawns and hard surface grounds provide possibilities for various games, and equipment may be borrowed locally.

One sector is arranged for social gatherings, containing gardens, fountains, bandstand and a dance floor; it acts as a half-way house between the recreation centre and the *restaurant*. There are mothers' and children's corners nearby, together with play areas for infants.

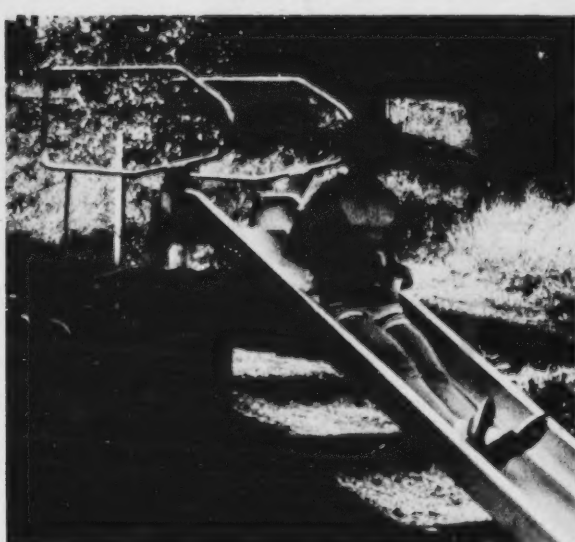
The *swimming* sector contains, apart from the usual facilities, a heated pool and a pool with artificial waves, so that bathing is possible in all weathers.

The *park and games area* comprises several sectors offering a great variety of possibilities. There are children's playgrounds for the different age groups, and the surroundings and equipment have been planned so as to stimulate active participation in games.

The family games area has lawns, hard surface playgrounds, sandpits surrounded by seats, grounds for ball games, in other words a large range of activities, conducive to family or group play.

The *facilities charging an entrance fee* include a mini-golf course, bowls, skittles, table tennis, etc. A promenade links the various sectors of the recreation park: benches, seats and a number of shelters are to be found at intervals.





3.6 Holidays

3.6.1 The "Le Planemard", holiday home and mountain school, Chateau-d'Ex (Switzerland)

Holiday home and mountain school of the town of Lausanne.

The "Le Planemard" holiday home and mountain school at Chateau-d'Ex was planned and built on the initiative of the Lausanne education authority. The centre can accommodate some sixty children and the requisite staff; this represents the normal number of pupils of two classes or the recommended number of children for a holiday home. (The reception capacity, originally planned for 90 children, had to be reduced to 60 places for the sake of economy.) Lausanne children thus benefit from 10,000 days' stay at Planemard each year.

The venture answers the twofold purpose mentioned above:

to provide weeks of schooling in the mountains and stays in a holiday home for Lausanne schoolchildren.

That is why the premises were designed, as far as possible, for multi-purpose use.

They comprise the following facilities:

1. *For the children:* Common premises:

The covered entrance leads to the basement, where are situated:

- storeroom for skis, toboggans, etc. (in summer for games equipment);

- a cloakroom with automatic ventilation for drying clothes;

- a hall for noisy games, which can also be used as workshop extension;

- two workshops for manual work and odd jobs, with an exit to a partially covered outdoor area.

From the cloakrooms or basement hall an enclosed staircase leads to the ground floor, which comprises:

- the main hall, which is the nerve centre of the house but also has nooks for quiet games and reading;

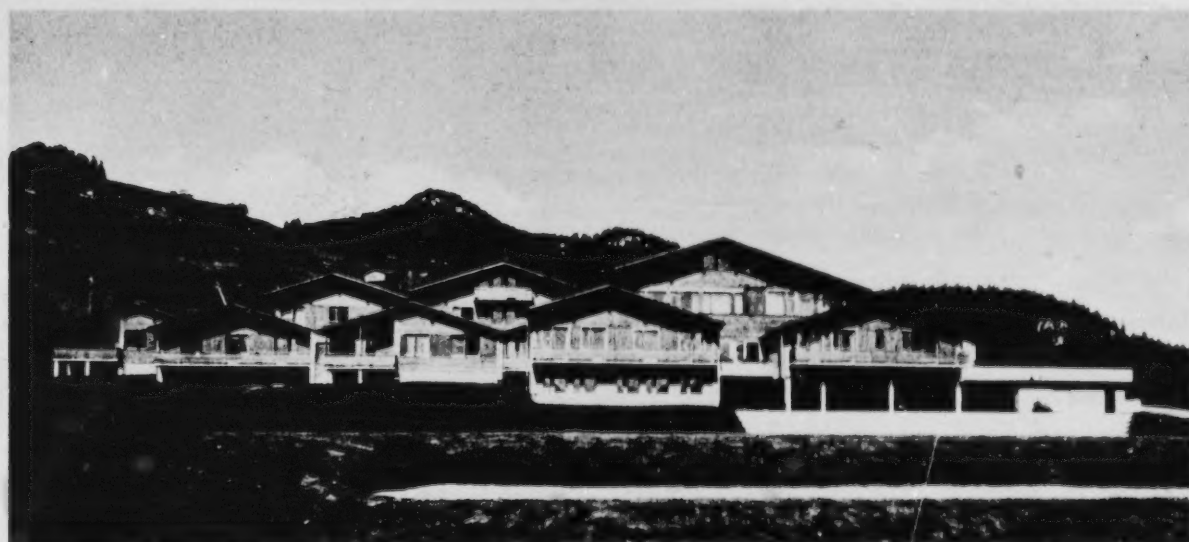
- the dining room, which opens on a terrace with a magnificent mountain view. It communicates directly with the kitchen and can also be used for meetings or shows;

- two classrooms on the first floor, above the hall. They are separated by a sliding wall and a raised passage which houses the projection apparatus and other equipment. When the sliding wall is open, the two classrooms form one big room for collective games, entertainments, film shows, etc.

Bedrooms and sanitary installations: The children's rooms comprise 2 to 6 beds (most of them 3 or 4). Their distribution over two floors and their relation to the sanitary installations permit great flexibility in composing the groups of children, which are based on number, age and sex, and also on considerations of supervision and organisation, which differ according to whether the centre is being used as a holiday home or mountain school. In the bedrooms each child has a bed, cupboard and small table.

The wash basins and lavatories are situated in the living areas. There is a set of showers, with two independent dressing rooms, which can be used daily by all the children.

2. *For the adults:* The number of adults looking after the children varies according to the use made of the





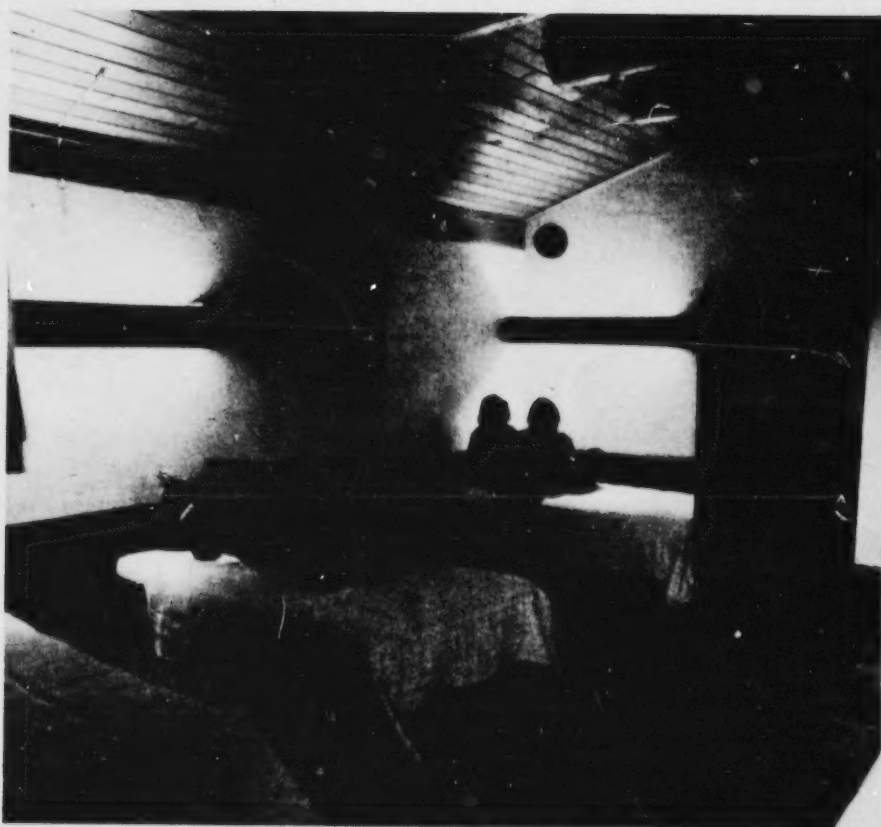
centre: the teachers and holiday home wardens have individual rooms close to the children's bedrooms. The kitchen and other domestic staff have their own rooms and sanitary facilities. The nurse's room connects with the sick bay and first aid room.

The director, who resides permanently at the centre, and his family are housed in the old chalet which is part of the property bought by the municipality.

3. The building: The accommodation and activities of some sixty children plus staff call for a fairly large building. However, there was no question of erecting a massive structure which would have spoiled the mountain landscape. Moreover, a mountain stay must imply for the children not only a change of air but a complete contrast to their usual surroundings thanks to community

life and a different environment. The general design and the architectural details meet these specific requirements and conform broadly to the local building style. The architect has succeeded in producing a building whose interior forms a single house but which externally appears as a little hamlet of several small adjoining chalets.

The increase in expenditure which this entailed has been offset by the simplicity of the secondary fixtures and the provision of installations devoid of costly accessories. Although in this respect "Le Planemard" does not represent a "recipe", it is a good example of how such a building, which is ten times the size of the surrounding chalets, can be planted in a mountain area without destroying the harmony of the landscape.



Legende / Key / Légende:

▶▶▶

- 1 Halle im Erdgeschoss
- 2 Speisesaal (Foto)
- 3 Küche
- 4 Lingerie
- 5 Büro - Kiosk - Empfang
- 6 Mitarbeiter- und Leiterzimmer
- 7 Krankenzimmer
- 8 Gruppenraum
- 9 Waschräume - Duschen
- 10 Garage
- 11 Skiraum
- 12 Garderobe
- 13 Spielzimmer im Untergeschoss (Foto)
- 14 Bastelräume
- 15 Keller
- 16 Heizung
- 17 Klassenzimmer/Saal (Foto)
- 18 Projektions- und Vorbereitungsraum
- (-) Schlafräume

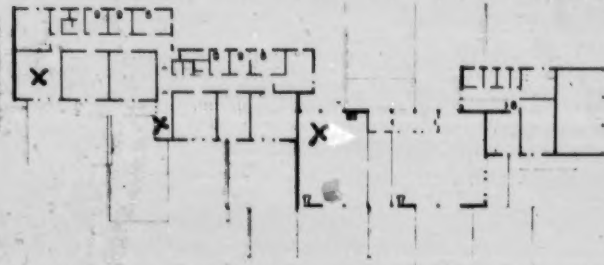
- 1 Entrance hall
- 2 Dining-room (Photo)
- 3 Kitchen
- 4 Laundry
- 5 Office
- 6 Staff-rooms
- 7 Sick-room
- 8 Clubs
- 9 Lavatories/Douches
- 10 Garage
- 11 Skis-room
- 12 Cloak-room
- 13 Playroom (Ground-floor) (Photo)
- 14 Workshops
- 15 Cellar
- 16 Heating
- 17 Class rooms/Assembly hall (Photo)
- 18 Room for projection and preparation
- (-) Sleeping-rooms

- 1 Hall rez supérieurs
- 2 Salle à manger (photo)
- 3 Cuisine
- 4 Buanderie - lingerie
- 5 Bureau - kiosque - réception
- 6 Locaux pour personnel éducatif - chambres de moniteurs et personnel
- 7 Chambres de malades - infirmerie
- 8 Locaux de groupes
- 9 Locaux sanitaires (lavabos - douches)
- 10 Garage
- 11 Skis-room
- 12 Vestiaire
- 13 Rez inférieur: salle de jeux (photo)
- 14 Ateliers de bricolage
- 15 Caves
- 16 Chauffage
- 17 Salles de classe - grande salle (photo)
- 18 Local de projection et préparation
- (-) Chambres à coucher

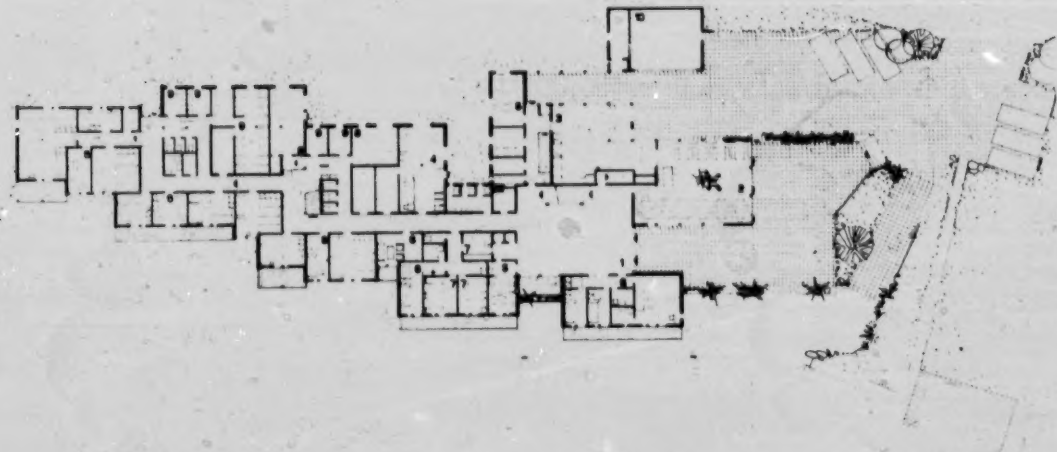
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3.62 The "Bosco della Bella" family holiday camp in Fornasette, Tessin (Switzerland)

The Fornasette "Bosco della Bella" holiday camp was built in 1961 by the Swiss foundation Pro Juventute, as a pilot village. Located in a quiet valley in the Tessin area, it provides excellent relaxation facilities in an agreeable atmosphere. The village covers an area of 60,000 square metres. The 27 chalets are separated from each other and scattered in the shade of a chestnut grove. The playing fields and rest areas cover 270 metres along the banks of the Tresa. Because of the increasingly serious pollution of its water, it was decided to build a swimming pool which was opened in 1970. The swimming pool is partly covered and may be heated, so that bathing is possible in all weathers. Shady paths provide the possibility of pleasant strolls, or excursions of variable length.

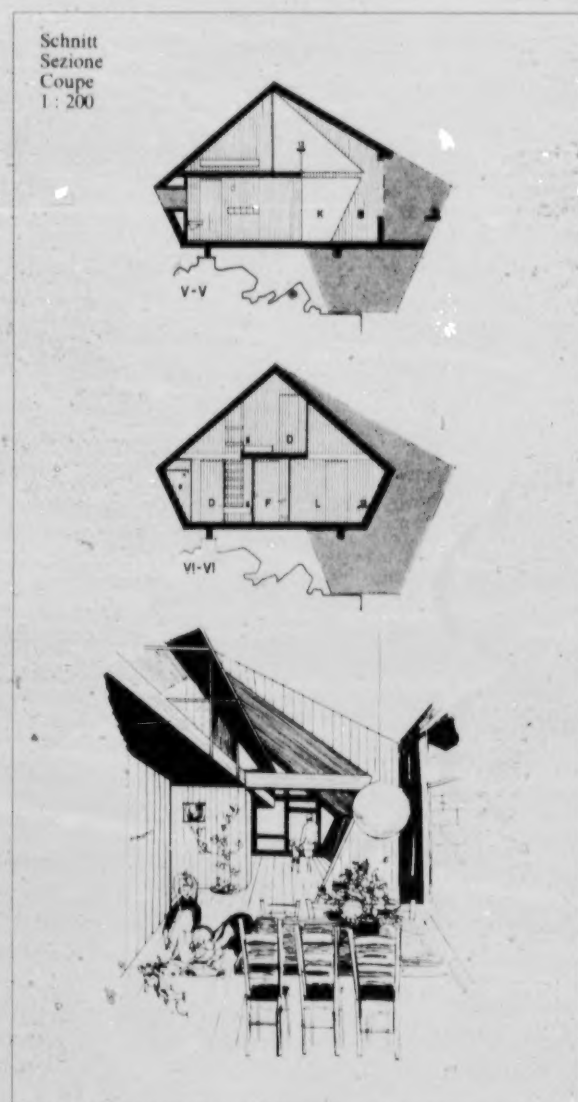
The plans of the Pro Juventute holiday village were studied by a working party which developed a new kind of holiday chalet, which is light and cheap to build while meeting the needs of family holidays, particularly as regards space and modern conveniences.

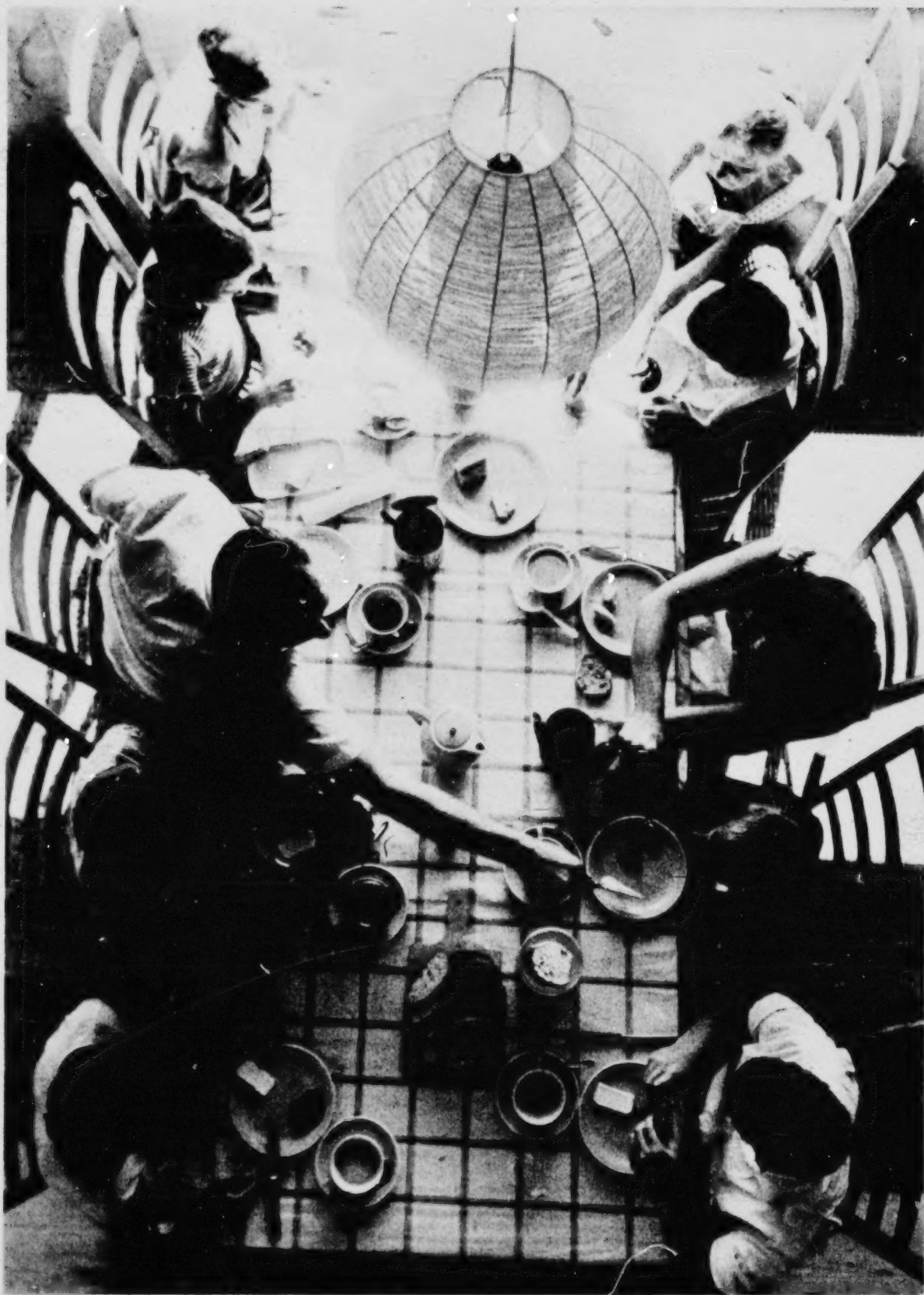
Chalets with six, eight or ten beds with one or two separate bedrooms are available.

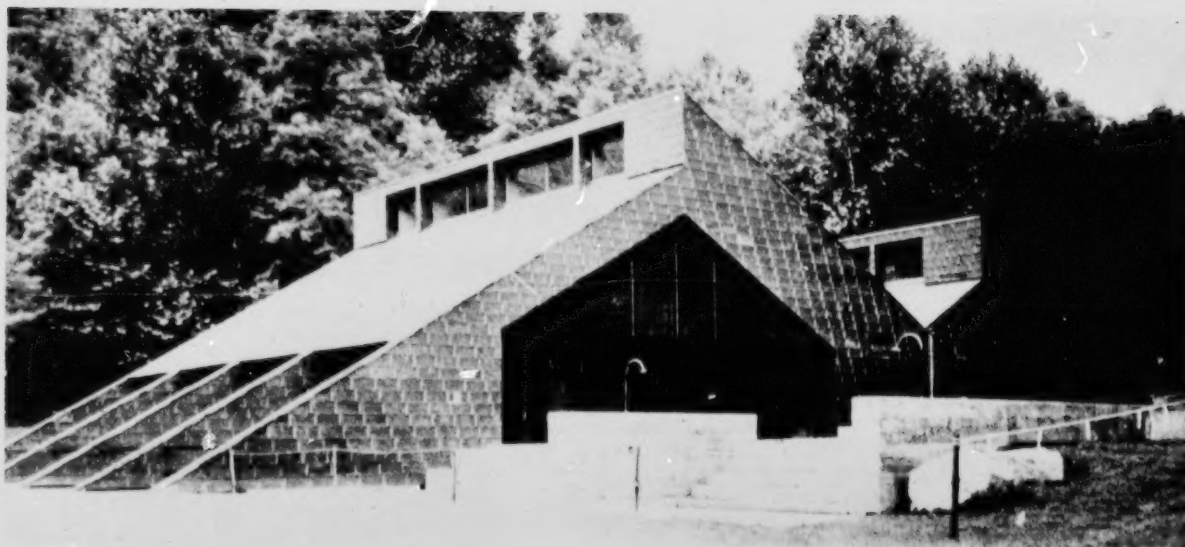
A small team of workers is responsible for running the village; the central building contains washing machines and an ironing room for the use of guests. A recreation leader has now been recruited, on an experimental basis, and on the-spot studies are being carried out of how to organise recreational activities in a holiday village.

The cost price of the village, including the purchase and development of land, purchase and construction of 27 chalets and the central building was approximately 3,000,000 f.

The cost of renting a chalet is 100-200 F per week (depending on income).







Legende: Key / Légende

- B Stube
- C Küche
- D Schlafzimmer
- E Toilettenräume
- F Abstellraum
- G Treppe zur Galerie
- H Galerie
- J Terrasse mit seitlichem Windschutz
- K Eingang mit Diele
- L Studio (oder Schlafplatz)

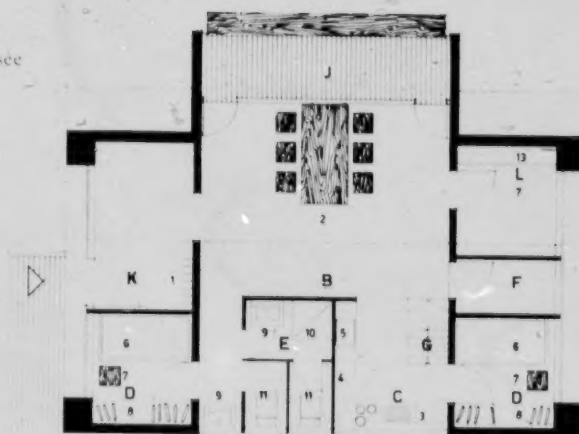
- B Living room
- C Kitchen
- D Bedroom
- E Washroom and lavatory
- F Store-room
- G Staircase to upper level
- H Upper level
- J Terrace
- K Entrance hall
- L Studio (or bedroom) upper level

- B Chambre de séjour
- C Cuisine
- D Chambre à coucher
- E Cabinets de toilette
- F Réduit
- G Escalier conduisant à la galerie
- H Galerie
- J Terrasse avec protection latéral contre le vent
- K Entrée avec vestibule
- L Studio

Obergeschoss
Upper level
Etage supérieur



Erdgeschoss
Ground floor
Rez-de-chaussée





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4. Management and leadership

4.1 Needs, tasks and aims

When a child steps beyond the area where he lives he leaves his mother's supervision and enters the great public world. Formerly that world carried an educational responsibility which, in our anonymous industrial society, has become watered down so that much of the child's social education has been lost. The educational influence of the school is also vanishing with education giving way more and more to the inculcation of knowledge. The country child's close ties with his home and the farm, which filled his whole life, are impossible in a flat, especially where the quest for material wellbeing, one of the characteristics of contemporary society, has robbed him of the warmth of his mother's wing.

It would be wrong to believe that recreation centres can take the place of that paradise lost which seems to be closing its gates for ever, just when children are supposed to be coming into their own. Let there be no mistake about this: much of the prosperity of our consumer society is being obtained at our children's cost. Our modern achievements in the provision of recreational facilities cannot restore to children what they have lost: they can do no more than mitigate the effects of those losses. No leader of recreational activities, however competent, can ever take the place of a child's mother, even if the mother is only passably good as a teacher.

When we think about the significance of this we realise the importance and complexity of any form of education through recreation: to provide the child with leadership is, as it were, to take part in the social education of the next generation; to co-operate with parents is to bring home to the population the need for social education while improving the situation of children and teenagers in society.

The functions of modern style recreation centres call for the presence of trained leaders. The task of directing such a centre is however made more difficult by the complexity and variety of facilities and by the need to adapt to the different temperaments, characters and ages of the users. In several countries of Europe, this problem is under serious and intensive study aimed at discovering flexible solutions.

The results, some successful and others less so, of various attempts to train leaders show clearly that recreational education for children must be planned in the context of such education for grown-ups. The main purposes to be achieved are those already indicated:

1. to form and develop each individual's personality by stimulating his creative imagination;
2. to train and develop a critical sense and power of judgement;
3. to develop a sense of collective responsibility.

In other words, the individual has to cultivate his power to create and produce, to learn to pass critical judgement on the world around him and to regard himself as a member of a constantly evolving society which his actions influence and for whose progress he is therefore responsible.

The methods of such education will vary with the individual's age but nevertheless call for maximum continuity.

In the case of a child at the age of adventure (8-14 years), the first aim is to develop the imagination. In this context it is leadership rather than teaching that the child requires. He must be given the opportunity to experiment, to create, to work out his ideas and put them into practice. A child at this age needs models he can imitate in his own way. That is why the building area, the children's

theatre and the recreational workshop must be designed for play involving imitation and creative imagination and must never be planned as "vocational schools". The programmes and equipment are the leader's "teaching aids"; they stimulate the child's activity, which has an educational effect. As a child tends naturally to form groups with others of his own age, an element of social education can easily be added to the creative activity.

To try to develop sound judgement at the age of adventure would probably be premature! What has to be done is simply to prepare children for this through their own experience and to accustom them to grasping the essence of any question. To develop prematurely the child's ability to judge has the disadvantage of subsequently retarding social education, which influences the teenager after the end of compulsory schooling and is completed in adulthood.

Recreation centres for persons of all ages are particularly well suited to the development of a social sense. Young people and grown-ups can there be called upon to share responsibility for the performance of a wide variety of tasks. Through voluntary mutual assistance for the common good the 2 groups share in fact in a true social education.

4.2 Recruitment and training of leaders

4.21 Voluntary helpers

Until recent times only voluntary youth leaders concerned themselves with recreational groups. Much of their work was highly successful and the services they rendered to the community over many years were invaluable. Although the number of full-time leaders has fortunately grown very considerably, the value of service performed voluntarily must not be lost to the future. It is in fact one duty of full-time leaders to promote and support the work of volunteers. In that way, the very useful work of voluntary helpers will be continued and improved, thereby increasing the value of recreational facilities. Moreover, the assumption by volunteers of responsibility for young people's recreational activities contributes to the social and ethical education of the masses and so should be given every encouragement. Helping a playground or holiday camp assistant or looking after a group of children is excellent experience for setting up a good school for parents. Such experience will also help a better understanding of the social and educational implications of the increasingly serious generation gap. Hence the major concern of any team of recreation leaders desirous of creating a community must be to find voluntary helpers, give them tasks suited to their aptitudes and direct them well.

Voluntary helpers are recruited almost exclusively among parents and among those young people using recreational facilities who have proved their maturity. Youth group leaders and assistants and educationalists, too, can be called upon for certain tasks involving a limited period of time.

It is no doubt for these reasons that increasing attention is being given to organising special evening, weekend and holiday courses for voluntary or part-time leaders. These courses can be given at different levels, in different geographical contexts (neighbourhood, town or region) and on a wide variety of topics.

4.22 Part-time leaders perform 2 fundamentally different functions:

1. as course leaders, specialists and assistants for partial facilities or special events,
2. as assistants in charge of small-scale recreational facilities for which the employment of full-time staff is not feasible (such assistants are indeed often unpaid).

The last-named especially need the energetic support of appropriate regional or national advisory centres. They should have advice available permanently and be

entitled to additional training concentrated in a short period and to material benefits of as substantial a nature as possible (for example, allowances for loss of earnings).

It is on them that the development and extension of recreation centres often largely depend and it is especially for their benefit that available information and correspondence courses should be further expanded and improved.

4.23 Auxiliary leaders are recruited among youth groups assistants, voluntary workers who have given satisfaction or young people preparing for a career (in any occupation).

The qualifications required are:

1. good health and good moral conduct;
2. a sociable temperament;
3. a sense of responsibility and adaptability;
4. a well-balanced and stable character;
5. a good previous history (university entrance level is not necessary, but the prospective leader must have completed his schooling, or apprenticeship, satisfactorily);
6. minimum age 18 for some functions, but preferably 21;
7. an open and lively mind (evidence of interest in and some knowledge of social, educational and cultural questions).

Their functions will generally correspond to those referred to above in connection with voluntary helpers.

Leaders of this category require permanent guidance from experienced leaders in positions of responsibility. They should have access to additional vocational education given in half-day, evening or weekly courses.

4.24 Group and sector leaders

They are recruited among auxiliary leaders who have worked satisfactorily for several years or among pupils who have attended schools or courses specialising in recreational activities, such as seminars for youth leaders or supervisors of manual activities, courses for playground assistants, or schools for leaders of leisure time activities. Leaders in this category take charge of particular recreational facilities such as workshops or children's theatres; their responsibilities are usually of a specialised character. Their status is comparable to that of elementary school or kindergarten teachers, supervisors of manual activities, librarians, etc. They should be required to attend refresher courses in some form such as a one-day course, additional vocation education or periodical courses.

4.25 Centre directors are responsible for major recreational centres or facilities. Each will be head of a team and so responsible for the running of the centre, for preparation and co-ordination of programmes and for financial and administrative matters. Directors are recruited among group or sector leaders who have worked satisfactorily and where possible who have received additional training, among persons in similar professions, such as wardens of homes or even among persons in other occupations who have received a good training eg a university education, have been in charge of staff and, if possible, have received further training in the field of recreation.

The status of a director is similar to that of the warden of a home, a

secondary school teacher, a business manager, etc.

It is of particular importance that the director should have received a sound basic training and that he should endeavour constantly to improve.'

4.26 Controlling staff

The general direction of several recreation centres, for example, those of a town, region or federation of centres, calls for highly qualified staff, recruited partly among directors of centres who have had several years' experience and partly among persons occupying equivalent positions who have acted as voluntary recreation leaders.

Members of the controlling staff should have regular opportunities to compare experience internationally at a high level.

4.27 Synoptic table

Facility provided	Duty to be performed	Performed voluntarily by	Performed part-time by	Performed full-time by
1. Play area in house and courtyard Training	General supervision	Mothers and neighbours		
		Mothers'/parents' school: educational value of play		
		Parents, neighbours, youth worker	in some cases, play and sports assistants	
2. Play area of housing complex, play floor Training	General supervision Suggestions for play	Parents' school, courses in recreation or community centres	Courses for youth workers, courses for sports assistants	
		Mothers; youth workers	Group leaders, sports assistants, youth workers	Playground leader
3. Neighbourhood playground or hall Existing training	Leadership, group play, hobbies, etc	Parents' school: courses for youth workers	Courses for youth workers, courses for sports assistants, courses for playground leaders (Sweden, United Kingdom, France, Switzerland, Federal Republic of Germany, Austria, Norway, Netherlands, Denmark)	For playground leaders (Sweden, United Kingdom, Finland, Netherlands) and in some cases, for youth workers

4. Recreation facilities and community centres	Permanent running, co-ordination, administration	in some cases, office assistant	Housewives with office training	Trained full-time director, in some cases a deputy, in some cases a full-time woman clerk
	Running of parts		Assistants with special training, eg librarians	
	Courses, special events, etc	Group leaders, craftsmen, parents, etc, with some educational knowledge	Course leaders	Full-time assistant with special training as youth worker, recreational workshop assistant, etc
Existing training		Courses for youth workers, recreational workshop assistants. sports assistants (Austria, Switzerland, Federal Republic of Germany, Netherlands, Sweden, Denmark, United Kingdom)		Training in teaching of leisure time activities (Switzerland, Denmark, Sweden, United Kingdom)
Training desirable		Further special weekend and holiday courses	Evening or weekend courses	Differentiated and expanded training, basic training with fewer special techniques but with opportunities for further training
5. Small recreation centres in rural and highland areas	as above	Groups of qualified leaders with, if possible, special training as under 4 above		
Training:		Parents, youth workers	Course leaders, lecturers	

6. Adventure playgrounds	Constant supervision, group leadership, technical advice, administration, animal care, encouragement in hobbies, games and theatricals	Parents, youth workers, neighbours	Specialist course leaders	Leaders with educational training, in some cases auxiliary leaders and trainees
Existing training		Training of youth workers, training of holiday camp assistants (Federal Republic of Germany, France, Denmark, Netherlands, Sweden, Switzerland, Austria), courses for adventure playground leaders (Italy, Austria)		General training for recreation leaders and youth workers
Training desirable				Additional courses in adventure playground leadership, possibly as part of training course for playground leaders and recreation teachers
7. Sports facilities	Leadership, course direction, organisation of games and sports events	Sports assistants	Sports assistants with special training	Specially trained full-time recreational sports instructors
Existing training			(generally available)	(opportunities in Switzerland and at Cologne)
Training desirable				Improved opportunities, with special reference to the requirements of "sport for all"

8. Recreational workshops	General organisation	Group of assistants with experience of arts and crafts and teaching or with equivalent training	Full-time assistant with training in arts and crafts and teaching (in some cases will take charge of various workshops)
Existing training	Leadership of courses (in various techniques, etc)	Qualified persons	Course leader
9. Children's theatre	General organisation, production, dramatic art, scenery, elocution, mime, pantomime, etc	Weekend and holiday courses (Switzerland)	Schools for youth workers, seminar for manual activities assistants (Federal Republic of Germany, Denmark, Switzerland, Netherlands)
Existing training	Organisation of courses	Qualified assistants for special tasks	Educationally and artistically qualified general direction, with assistants in some cases
10. Music, eurhythmics, ballet	General organisation; loan of books; technical work	Holiday courses (France, Federal Republic of Germany, Switzerland)	Evening courses: 170 hours' training in Sweden
11. Library		Qualified assistants	Qualified teachers with professional training in this field
Existing training			Librarian with special professional training
Training desirable			Assistants in some cases
			Normal professional training
			For small libraries which cannot employ professionals: holiday and evening courses for library organisers and young people

12. Open-air centres	General management, group leadership	Youth worker	Well trained leader. Youth worker having attended short training course
Existing training		Youth workers' courses	Courses for group leaders and assistants (especially in France: Fédération des Francs et Franches Camarades)
13. Recreation centres	All the functions mentioned, with fairly marked differentiation	Certain users with special qualifications; also comprehensive groups of users	Specialist course Specialist course Well trained leader; team of assistants with special knowledge
Existing training		Youth workers' course	As under 12
Training desirable		Youth workers' course	Special training for some aspects of recreation centres
14. Holiday camps	Camp management, group leadership	Assistants with a gift for teaching and in some cases special training; youth workers, etc	Holiday camp assistant with teaching experience, youth workers, teachers, students and school-children intending to teach, specialists for particular tasks
Existing training			In some cases a director of holiday camps with teaching and administrative qualifications
Training desirable			Courses for holiday camp assistants and auxiliaries in various countries, especially CEMEA in France, also Switzerland and Italy
			Elementary training of holiday camp assistants as part of all professional training in education

15. Youth hostels Holiday homes Camping sites Holiday villages Tourist centres	Leadership of individual or group and family activities in this special form of recreation (in some cases jointly with administrative work)	Auxiliaries recruited occasionally among holiday-makers	Possible seasonal employment course leader	Leader of leisure time activities with general training
Existing training		Holiday and weekend courses and CEMEA courses (France, Switzerland, Italy, United Kingdom)		Courses for youth hostel wardens given by the youth hostels organisation and other organisations
Training desirable			Short weekend and holiday courses	Additional training for recreation leaders, sports assistants and holiday home wardens

4.3 Examples of training courses

The multiplicity recreational facilities and their variety within a single centre have given rise to a proliferation of experiments in training methods. Questions of training are being studied today in several countries and programmes are being tried out experimentally. All these exercises suggest that there is a strong trend towards systematisation of training methods.

In the context of the present study it is neither feasible nor opportune to describe comparatively the situation prevailing in the various countries, especially in view of the detailed and lucid study by Gabriel Vessigault which the Council of Europe's Council for Cultural Co-operation published in 1959 under the title "The Status and Training of Youth Leaders".

Although concerned only with the training of youth workers, that study nevertheless gives most of the main facts bearing on the entire subject matter of the present study.

The examples given below show the development and improvement of training opportunities, as well as some particular features of training in the various fields.

This selection of examples is not intended to be exhaustive.

4.31 Training of playground leaders

4.311 Training course for playground staff (Sweden)

Organised by Skolöverstyrelsen, Stockholm

Object: To train games and recreation leaders for children aged from 1 1/2 to 16 years.

Conditions of admission: Minimum age: 18 years. Practical experience of at least 4 months in a playground or recreation centre. 3 months practical experience in a family with minor children. Good health. Experience as sports leader or leader of a youth group. Must have attended a course in domestic science or child care or have engaged in such activity.

Curriculum

Subject	Number of hours per week (average)
1. Work in the profession	5
2. Theory:	
2.1 Professional knowledge	1
2.2 Child care and welfare	2
2.3 Educational principles	14
2.4 Knowledge and care of equipment	1
3. Swedish language	1
4. Health education	1
5. Psychology	5
6. Social organisation - the family	2
7. Natural history	2
8. Voice and speech training	1
9. Music	2
10. Art	1
11. Gymnastics	4
Average per week	42

1. Work in the profession

Practical work on a playground (training given by a leader in charge of a playground).

2. Theory

2.1 Professional knowledge. General introduction, organisation and administration, rights and duties of playground staff; functions and working methods of staff in charge of a playground; technical, functional and economic questions; upkeep of playground; collaboration with schools and other institutions; statistical work; drafting of reports; visits to sports centres and other institutions for children and teenagers.

2.2 Child care and welfare. Information on pregnancy, birth and infant growth and care. Importance of daily routine for child development. Physical development of small children. Feeding and clothing questions. How to deal with handicapped children. Visits to institutions for children. Observation of children on playgrounds and discussion.

2.3 Educational principles. Teaching and discussion of playground work. Methods of teaching sports and games; group games, ball games, cross-country runs, etc. Sports. Use of publications on sports and games. Toys for different age groups, hiking, ski-ing, etc. Road safety education. Preparation of entertainments and parties. Manual work with different materials.

2.4 Knowledge and care of equipment. Care and storage of play equipment; gymnasium, fittings, tools, etc.

3. Swedish language

Literature, biographies of children and teenagers, etc; publications on recreations, reviews, etc; drafting of reports, letters, applications, etc. Use of encyclopaedias, etc.

4. Health education

Sicknesses (symptoms, evolution, characteristics), prevention. Personal and bodily hygiene. Feeding, work, leisure. Sex education. Industrial and social health. Accidents: prevention. General rules for first aid; sporting accidents. Dressings, artificial respiration.

5. Psychology

Developmental psychology. Heredity and environment, antenatal development; the first 12 years as the period of development of motory, affective and intellectual functions and of speech; stages and disorders of puberty.

Educational psychology. Psychological effects of childhood experiences; importance of environment and daily routine and their bearing on play and recreational activities. Aggressiveness, fear, stammering. Observation of educational situations.

6. Social organisation - the family

Development of education and protection for young people; institutions concerned with the young; social functions, educational role and position of the child's family; population movements; the family in various cultural environments, countries and societies. Functions and efforts of the family and of communities.

7. Natural history

Protection of nature and natural history; flora and fauna; domestic animals and visits to institutions.

8. Voice and speech training

Methods of voice and speech training; technique of speech and narration; art of conducting discussions.

9. Music

Children's songs, dances, counting rhymes, ballads, rounds, musical instruments, improvisation of music.

10. Art

Drawing, painting, posters, etc.

11. Gymnastics

Gymnastics as the basis of physical education, training, relaxation techniques; eurhythmics, improvisation, dancing. Elementary work techniques. Games for children below school age; games, including ball games, and sports for primary schoolchildren; cross-country and direction-finding runs. Preparing, organising and directing various sports for children and teenagers. Instructing voluntary sports assistants.

4.312 One-year full-time course leading to the Diploma in Play-Leadership
(United Kingdom)

The Thurrock Technical College is offering a one-year full-time course leading to the Diploma in Play-Leadership granted by the National Institute of Play-Leaders - a new professional body backed by the National Playing Fields Association and by the National Association of Recreational Leaders.

This is the first and only course of its kind and should be recognised by all authorities operating play-leadership schemes.

The course is intended for people seeking full-time employment in this work, and, in particular, is intended for potential play-leadership organisers.

Admission to the course

The minimum age of entry will be 18.

Applicants will need to possess 4 passes in the General Certificate of Education, of which one must be at Advanced level. (Certain examinations of an equivalent standard will exempt applicants from this requirement.)

Applicants who are aged 23 and over may be exempted from these examination requirements, subject to the agreement both of the college and of the National Playing Fields Association.

Acceptance will be on the basis of interviews which began in September 1969.

No more than 16 places will be available for the first course.

Experience of working with young people

Applicants for the course will be required to show evidence of having worked successfully with young people. A favourable report from a play-leadership organiser, a youth officer, or from some other such person will normally be required before applicants are accepted for the course.

Applicants without such experience will be advised how they may best obtain it before the time set for interviews.

This experience will be essential to ensure that applicants have the aptitudes appropriate for the work for which they will be preparing themselves.

Award

The status of a qualified leader is acquired subject to a 9-month period of probation in work to be recognised by the National Institute. A certificate that this condition has been satisfied will be issued by the institute.

The work of the play-leader

Play-leaders are the young men and women who are supervising and sharing in the recreation of children and young people (with a range of perhaps 2 1/2 to 20) in their out-of-school and leisure hours, particularly in some of the play areas now being established where, besides the conventional swings, roundabouts and organised games there are opportunities, in an unstructured environment, for handling tools and materials and for carrying out the constructive, experimental and adventurous activities which are essential to the proper mental and physical development of the young.

Experienced, kindly and sympathetic adults are indispensable in playgrounds and play parks of this kind. They supply a need for an adult relationship which very many - perhaps all - children feel sometime in their lives, in addition to parents and their fellows. To do all this it is necessary to understand fully the child's physical, intellectual and emotional development.

Some of the essential qualities of this kind of leadership cannot be taught. But given an interest in children much can be done to prepare willing students for this work. The play-leader in a successful scheme is the centre of a whole sphere of community life. He knows the parents as well as the children and also the teachers, the local government officers, the welfare organisations and of course the police. He cannot give the maximum help unless he has all these contacts available to him.

All this needs preparation - but he can learn a great deal in a comparatively short time in a carefully planned course of instruction.

Employment prospects

A variety of jobs in play-leadership are available. These range from running adventure playgrounds sponsored by voluntary committees to organising a town-wide recreation scheme for a local authority. Many local authorities and voluntary organisations all over the country are running such schemes. Salaries range from £800 for an assistant leader to around £2,000 for a leader organising a large scheme for a local authority.

Eligibility for grants

Successful candidates should qualify for local authority grants, which can cover fees, maintenance, books and certain travelling expenses.

Grants are paid at the discretion of the local authority and applicants who receive unfavourable replies from their authorities should contact the college immediately, giving full details.

It is important that applicants make a provisional application to their local education authority immediately. Candidates should not wait until they hear from the college before applying. Applications not received before 30 September may not be cleared in time for the start of the course in January.

Accommodation

The college does not possess a hostel. However, once students have enrolled, the college welfare officer is able to give considerable assistance in the finding of suitable lodgings.

Course content

The syllabus will be in 3 parts:

Part 1 will be largely academic or theoretical, providing a background study necessary for an understanding of the role of the play-leader in the community. The main subjects of study will be:-

1. Psychology - with an emphasis on human growth and development
2. Sociology
3. Local government and the social services

Part 2 will be concerned with the principles and techniques of play-leadership, and with organisation and administration. Activities will be considered under 4 headings:

- physical
- creative and cultural
- adventure
- social and community

There will be work in movement and drama for which students will be required to have appropriate clothing. There will be lectures in first aid and hygiene.

Part 3 will be practical. Each student will be required to do between 8 and 12 weeks full-time work in play areas, mainly in the easter and summer vacations. It is expected that students will receive payment for the work they do on these placements. In addition, during term time, half of one day each week will be spent in schools, youth clubs or nursery groups. There will be visits of observation to social work agencies.

It should be stressed that this is an experimental course which may be varied to meet the particular needs of each group of students according to their backgrounds and as those needs emerge.

The 3 parts of the course will be closely inter-related and there will be no rigid divisions between them.

Assessment

A system of continuous assessment will be operated, dependent on the results of course work, essays and project work, and on personal assessments of success in field work placements.

The college

Thurrock Technical College is one of 4 major technical colleges in Essex and serves a wide area in South and South-East Essex, including the increasingly industrialised north bank of the Thames and Basildon new town. The college caters for the needs of industry and commerce in the area and provides courses for students wishing to continue their vocational and general education.

The play-leadership course will be situated in the Department of General Education. This is a large department mounting courses in social studies (including a 3-year full-time child care officers course), English as a foreign language (courses for French speaking African teachers are offered under the auspices of the Ministry for Overseas Development), art, music and drama. The department also provides GCE courses and services other departments for English and liberal studies.

The college is equipped with excellent playing fields, gymnasium, hall and music and drama studio, offering facilities for physical education and recreation and cultural activities such as music and drama. There is a film society and an active students' union. Canteen and library facilities are good.

4.32 Training of recreation advisers

4.321 Training of recreation leaders (Sweden)

Skolöverstyrelsen, Stockholm

- Object: Theory and practice of recreation leadership
(in recreation centres and playgrounds).
- Conditions of admission:
- a. Good health;
 - b. Secondary school leaving certificate or equivalent.
eg certificate of one year's study at the People's University;
 - c. At least 2 months' practical experience in a family or camp;
 - d. Care of schoolchildren over at least 4 months in a recreational centre, playground or youth club or similar experience.
- Duration of course: 2 years:
first year course, 39 weeks;
second year course, 40 weeks.
- Probation period: 2 months.

Curriculum:

Subject	Average number of lessons per week		
	1st period 39 weeks	2nd period 38 weeks	3rd period 2 weeks
	1st year course	2nd year course	
1. Work in the profession	6	18	
2. Theory of the profession	4	10	10
3. Psychology and educational theory	8	3	13
4. Psychology of childhood and adolescence	1		
5. Mental health; morals	1		
6. Sociology	1		8
7. Health education	1		
8. Swedish language, voice and speech training	2		
9. Natural history	1		
10. Artistic creation	4	1	
11. Dramatic art	1		
12. Music	1	1	
13. Eurhythmics, games and sports	1	1	
	32	34	31

1. Work in the profession

1st period: visits to institutions for children and schools.

2nd period: practical work in the recreational centre or playground or similar activity with children or teenagers.

2. Theory of the profession2.1 Activities and work methods

Preparing and applying daily programmes for groups.
Indoor and outdoor group games.

Recreational work for every age; suitable equipment.
Play, artistic creativity (2 and 3 dimensional); dramatic art; singing, music, eurhythmics; recreation at home; nature observation and open-air activities for all ages.
Organising excursions and camps; organising travel; tourism.
Outline of school teaching methods.
Teaching methods for group work.
Clubs and societies; children's and young people's theatre, reading for children and teenagers.
Use of apparatus and equipment.

2.2 Activities for children

Various organisations concerned with children.
Activities of day nurseries, children's homes, holiday camps, playgrounds and other recreational facilities.
Children in hospital.
Methods of work and organisation of institutions, organisation of playgrounds; official measures and regulations.
Management and functions of the various institutions; groups; functions of leaders and staff.
Confidential relations.
Programmes for sections of an establishment and estimation of costs.
Staff questions; co-operation with authorities, etc.
Accountancy and running of an establishment, book-keeping, budget.
Collaboration between teachers and leaders of work groups.
Questions relating to probationers and employees.
Health and sanitation in the establishment.

3. Psychology and educational theory

Introduction to the technique of study.
General psychology.
Antenatal development.
Development and growth before school age.
Beginning school.
Development of children aged 7-16, considered from 2 angles: individual development from year to year, children's behaviour according to age.
Social psychology.
Systematic observation of children of different age groups and study of findings.

History of educational theory

General aims of education; development of educational theory in different countries, etc.

Scholastic difficulties

Homework, methods and organisation of work; school and vocational guidance; social role of the school.

Education in the family, institutions and society

Practical teaching methods based on psychological research.
Problems of urban society; relationships between education in the family and in other groups.
Collaboration between the home, school and institutions.
Institutions and their educational environment.
Questions of planning and organisation.
Social psychology considered from the angle of teaching.
Functions of the recreation leader; social climate of the group, group dynamics, methods of sociometry.

4. Psychology of childhood and adolescence

Psychological disturbances and possible treatment.
Mental diseases and their effects, growth difficulties; difficulties of adaptation due to psychological disturbances.
Difficulties of adaptation due to physical handicaps.
Neuroses.
Leader's capabilities and difficulties in dealing with mental defectives.

5. Mental health; morals

Moral principles

Fundamental problems and aspects.

Questions of morals and mental health

Development of the personality.
Emotional disturbances; the withdrawn person.
Factors in moral development.
Current situations.
Psychosomatic diseases; abuse of alcohol and narcotics.
Possibilities of helping to solve personality problems.
Family morals; clashes between generations; living with others; relationship between the members of a family; relationship between human beings; sex life.
The human being and work; the human being and society.
Capacity to work, collaboration.
Questions of the organisation of life and modes of living.

6. Sociology

Population changes, structures, movements and growth.
Occupational structures, change of occupation.
Industrialisation and economic problems.
Changes in techniques of communication, production, etc.
Political structures of democracy.
Central and local government administration: organisation and forms of activity.
Political and administrative decision-making processes; social policy and individual activity, aims of social policy.
Social insurance.
Family policy; housing policy, labour policy.

7. Health education

Anatomy, physiology, study of organs and their functions.
Infectious diseases, childhood diseases, etc.
Accidents.
Personal hygiene.
Prophylaxis.
Feeding, clothing, etc.
Sex education.

8. Swedish language, voice and speech training

Conversations, discussions, statements, summaries and lectures.
Directing a meeting, presenting the agenda, taking minutes.
Language, spelling and grammar; reading for children and teenagers; library organisation; use of mass media.

Voice and speech training

Breathing and the vocal organ.
Voice training; intensity of sounds; resonance and mechanism of articulation,

vocal timbre; pronunciation of vowels and consonants; written language and dialect.

9. Natural history

Names of plants; habitats of the principal plants; poisonous plants.
Plant life.
Animal life.
Protection of nature.

10. Artistic creation

Outline of means and methods of artistic creation.
Art education in relation to the child's personality; possibilities of expression; educational and psychological aspects.
Materials and techniques.
Stimulating artistic creation.
Building play; group work.
Intuition and construction, composition of forms; decorative composition; ornamental, figurative and craft productions.
Studies of objects d'art.

11. Dramatic art

Various forms of representation (play acting), mime, rhythm, expression, etc; relation to space, time, form, etc.
Improvisations; adaptation to the stage.

12. Music

Ear training; vocal exercises; rhythm, beat, musical notation, intervals, etc.
Rhythmic and melodic improvisation; knowledge of instruments, introduction to instrumental music.
Exercises on rhythmic and melodic instruments.
Children's songs, dances; choir conducting.
History of music.

13. Eurhythmics, games and sport

Basic teaching, technique of relaxation, spoken choruses, eurhythmics, dancing.
Preparation of programmes for groups.
Open-air games, competitions, sports, etc.

4.322 Training curriculum for leaders of community and recreation centres
(Pro Juventute, Zurich, Switzerland)

Training aims and curriculum

A recreation leader is daily in a state of close involvement in human relations. It is to be expected of him that he will use care and skill in trying to call forth in each individual, whatever his age, the true forces of a personality able to think, feel and take free decisions. If the recreation leader's vocation is to be fulfilled, he must have received a thorough basic training and be ever ready to improve it. This training should be centred not on mastery of various techniques (these can generally be taught just as well by specialists and by voluntary or part-time assistants), but on the following points:

- development of a lively mind and adaptability, to face up to a constantly evolving society;
- study of methods and procedures that can be applied in practice in solving the problems facing the leader both as a member of society and as a person performing a social function;

- study of planning methods: a leader needs a knowledge of methods so that he can plan, prepare, and carry out the measures of social policy and the educational and cultural work in society that will be expected of him;
- study of the principles and practice of administration;
- development of the capacity and will to continue his training.

Curriculum

I. Awareness of social relations

1. Man and his social environment

Man as an individual:

- biological, medical and psychological aspects;
- self-knowledge (philosophical and theological aspects);
- cultural development.

Man and his environment:

- history of social analysis;
- law, the state and government as social concepts;
- present-day effects of political and economic forces;
- importance of public and private institutions in the Swiss social system.

Social behaviour and action:

- relations between small and large communities ("nations"), political aspects of psychosociology.

2. Law and institutions of social work in Switzerland

Outline of law (as it affects the functions of a recreation leader):

- law of contract (contracts, liability, etc);
- civil law (paternal authority of father, duty of supervision, etc);
- criminal law (law relating to child offenders, etc);
- cantonal law (trends).

Procedures, techniques and methods of work.

Study of institutions (systems):

- forms and structures of public and private social assistance in Switzerland in so far as they concern the work of a recreation leader; for example:
 - school systems
 - welfare of minors
 - federal government
 - "Pour la Vieillesse" Foundation
 - Pro Juventute Foundation
 - Swiss public utility associations, etc

- cantonal government

- local government

- Outline of youth and recreation organisations and their functions

3. Social planning and community development

(co-ordination of the social work of individuals and the community)

Community development as a combination of processes whereby the scattered activities of the population coalesce with those of the authorities to improve the economic, social and cultural situation of the community.

Principles: - utilisation of all valid and sound initiatives;

- individual fulfillment;

- awareness of the interdependence of the individual and the community;

- full development of the individual (according to his needs and aims);

- the individual's right, as a person and as a citizen, to full development and his possibility of achieving it;

- development of the fundamental units of society (family, neighbourhood, district, locality).

II. Acquisition of special theoretical and practical knowledge and proficiency

1. Forms and concepts of work in recreation centres

Forms of recreation:

- traditional (eg games, hobbies);

- experimental (with a view to social education).

Areas of activity:

- young children (pre-school education);

- schoolchildren (out-of-school activities);

- teenagers (forming and developing individual and social capacities);

- adults (adult education);

- old people (assistance and occupations);

- families (developing and strengthening ties).

Principles underlying facilities.

Centres for social, cultural and educational training.

Separation (trends and knowledge) - integration (trends).

2. Basic requirements

a. Instruments of knowledge and understanding

- Educational principles

Practice and theory - outline of the history of educational principles; principles that are

still valid today.
Excursions, visits, discussions with
educationalists.

- Theory of social education Conflict situations - position of the individual and of groups.
- Psychology Developmental psychology - study of personality and motives - phases: school age, adolescence, adulthood; menopause; old age - possibilities of enrichment and of remedies for each phase - psychological terminology (aggression, frustration, etc).
- Social psychology Types and forms of adaptation to society; sociability, acquisition and effects - social interaction - group functions and dynamics, conflicts, etc.
- Sociology Social hypotheses - study of social systems - school, career and recreation - the state and politics - the church and religions - health, sex, delinquency among the young - development of the family - large families - small families - intimate friends - incomplete families. Producer society - consumer society.
- Public health Health education.
Modern housing (satellite towns, etc).

b. Methods and techniques of work

Analysis of data and opportunities in particular sectors of recreation:

- empirical research methods for specific cases;
- statistics;
- analysis of situations;
- preparation of projects;
- checking of results.

Day-to-day running:

- technique of brain work;
- participation in discussions, conduct of debates;
- psychology of communication within and outside the institution;
- public relations (technique), use of mass media;
- book-keeping (efficiency), preparing the budget, keeping the cash, inspections and evidence;
- examples of administration of public, private and combined recreational facilities;
- collaboration with other organisations.

Methods applicable in the social field:

- social work in teams;
- social planning;
- principle of team work;
- individual assistance.

Administration:

- directing assistants in recreation centres;
- introduction to supervision;
- additional training in and outside the institution.

III. Motives and personality of potential recreation leaders

1. Analysis of personal motives for the vocation (in association with point I).
2. Development of the personality:
 - improvement of learning capacity;
 - formation of critical sense;
 - spontaneity of thought and action as a result of creative and artistic activities such as literature, music, arts, games, theatre;
 - formation of team spirit.

Depending on the candidate's training and personality, a choice is offered between the various matters in II (b) Day-to-day running or III.2.

4.323 Training curriculum and conditions of award of diploma in recreation leadership, Fulda (Federal Republic of Germany)

General remarks

It is probable that in future people will have more and more free time outside their jobs. If they are to put that time to good use they must have a wide range of opportunities covering not only physical exercise and all artistic activities but every branch of culture and permanent education. To encourage and guide them towards these activities, persons specially trained for the purpose are required.

The aim of the curriculum worked out by the Fulda district is to train full-time and part-time recreation leaders. These leaders may be employed by local authorities, recreation centres or by holiday enterprises or resorts; they may also work in the context of youth education or of permanent training for adults.

The curriculum has been so devised that it can be followed simultaneously with a normal occupation.

Training curriculum

1. Conditions of admission

- 1.1 The candidate must have passed his 18th birthday.
- 1.2 He must be in possession of a secondary school leaving certificate or professional diploma.

- 1.3 He must have at least average proficiency in sports.
- 1.4 Some experience of work in a youth association or group is desirable.
- 1.5 A good knowledge of English or French is required; this may be acquired during training, at evening courses at the People's University or similar institution.
- 1.6 Applications for admission to the course must be sent with the necessary documents, not later than 2 months before the opening date of the course, to the Fulda District Committee, Fulda. The committee's decision is notified within a month of application and is final. In cases of applications of equal merit, priority is given to persons having their homes in the Fulda district.

2. Documents required

- 2.1 Application for enrolment for the course (no special form).
- 2.2 Evidence regarding conditions 1.1 and 1.2: birth certificate and copy of secondary school leaving certificate or of professional diploma or similar document.
- 2.3 Evidence regarding condition 1.3: copy of official certificate of proficiency in sport.
Candidates unable to supply the above evidence may nevertheless be admitted to the course if they pass a test proving their ability to reach the required level of proficiency during the first semester.

2.4 Medical certificate.

2.5 Certificate of good character.

2.6 X-ray photograph

2.7 Outline curriculum vitae showing activities pursued (occupation, sport, association or group)

3. Duration of training for diploma; occupation pursued during training

3.1 Training lasts 16 months. It includes an introductory course, evening and Saturday morning work, weekends, and a few full weeks.

3.2 The programme includes:

- 2 weeks' introductory course
- 1 year's training
- 3 months' preparation for the diploma

Evenings and Saturdays:

- weekly on Tuesday and Thursday 5.30-9.30 pm
- twice monthly on Saturday 8 am - 1 pm

Weekends and weekday courses:

- 2 weeks (introductory course, see above)
- 1 week
- 2 x 4 days
- 2 x 3 days

The full training totals 904 hours' instruction.

- 3.3 There is nothing to prevent candidates from continuing with their jobs during the course. Candidates from outside the district are nevertheless advised to find employment in the vicinity of Fulda.
- 3.4 The weekend and weekday courses are arranged so that all candidates can attend them: a working candidate can take 20 days' leave (or perhaps study leave), 14 days during the first year of training and 6 days during the second.

4. Cost of training

- 4.1 The fees are DM 250 for the training and DM 50 for the examination. The training fees may be paid in 5 2-monthly instalments. They are payable to the Fulda District Treasurer. The cost of transport, food and accommodation during weekend and weekday courses is payable by the student, who can however obtain board and lodging in youth hostels, other hostels for young people or similar inexpensive establishments.

5. Curriculum

5.1 Theoretical training

5.1.1 General subjects

Psychology	30 hours
Educational principles (group leadership)	30 hours
Sociology	20 hours
Technique of discussions; conducting debates	20 hours
Law	10 hours

5.1.2 Special subjects

Education of young people and adults	48 hours
Protection of youth	20 hours
Preventive medicine	20 hours
Tourism	20 hours
Ages and recreations	20 hours
Anatomy and physiology	10 hours
Building of premises for recreation, organisation of recreation	10 hours
Group and community activities	10 hours
Sport (theory)	8 hours
Relaxation for children and young people	8 hours

5.2 Specialised practical training

5.2.1 Sport

Tennis	38 hours
Volley-ball	30 hours
Swimming	30 hours
Training programmes, remedial exercises, gymnastics	30 hours
Basketball	20 hours
Badminton	20 hours

Dancing	20 hours
Judo	20 hours
Simple games (recreation)	20 hours
Rowing	20 hours
Indiaca	10 hours

5.2.2 Artistic activities - techniques

Handwork	20 hours
Photography, film-making, recording	20 hours
Choir conducting	16 hours
Film projection	10 hours
First aid	10 hours

5.3 Work groups

as selected by students

5.4 Special courses

Introductory course	14 days
Ski-ing course	7 days
Excursion guides' course	4 days
Artistic training course	4 days
Canoeing course	3 days
Bob-sleigh course	3 days

5.5 Questions of teaching techniques and other methods relating to each subject are dealt with during the practical training.

5.6 All the subjects are inter-related and complementary.

Diploma

1. The purpose of the examination is to furnish proof of fitness to work as a recreation leader.
2. The examining board, whose chairman is a member or representative of the Fulda District Council, comprises teachers from the various branches and a representative of the Fulda Institute of Education.
3. Examination procedure:
 - 3.1 The examination consists of the following tests:
 - 3.1.1 Tests in the practical subjects (point 5.2 of the curriculum);
 - 3.1.2 A preliminary test in the general subjects (point 5.1.1);
 - 3.1.3 A written exercise in a selected special theoretical subject (point 5.1.2);

3.1.4 Group work in a selected subject;

3.1.5 A main test

3.2 Enrolment for the preliminary and main tests.

Not later than 30 days before the date fixed by the examining board for the preliminary test, each candidate must submit a declaration in writing that he is ready to take the test.

To this declaration must be attached a certificate of proficiency in sports covering:

a. physical fitness,

b. a 5000-metre run (for men, 22 minutes)
a 2000-metre run (for women, 10 minutes).

Two weeks before the date fixed for the main test each candidate must submit:

a certificate of proficiency in a foreign language (point 1.5),

the written exercise,

the group work,

a list of reading.

4. Participation in tests - the examining board decides whether or not candidates may take the tests.

5. Examination requirements

5.1 Tests in the practical subjects

Candidates take these tests during their training. The month of the tests is indicated in the curriculum.

5.1.1 Games

Requirements

Volley-ball)
)
Basketball)
)
Indiaca)
)
Badminton)
)
Tennis)
)
Simple games)

Ability to teach beginners,
knowledge of the rules of the game,
ability to play it.

5.1.2 Sports

Requirements

Swimming

Use of one style of swimming, diving, ability to teach beginners to swim, whether children or adults.

Rowing

Ability to handle a boat, to save life and to teach beginners. Rules of navigation.

Dancing

Practical knowledge of at least 4 dances, ability to learn new ones from a diagram and to give lessons.

Requirements

Judo	Knowledge of 4 first-degree holds and of defensive holds, ability to teach beginners.
Training, remedial exercises, gymnastics	Knowledge of general training programmes and their effects on beginners. Knowledge of remedial exercise programmes for children and teenagers.

5.1.3 Artistic activities

Requirements

Techniques

Handwork	Work with various materials and use of appropriate techniques.
Photography, film-making, recording	Use of optical and acoustical instruments, especially in courses for young people and adults.
Choir conducting	Elementary knowledge of music sufficient to conduct a vocal and instrumental group.
First aid	Short training by the German Red Cross.
Film projection	Knowledge of how to handle different makes of projectors.

5.2 Preliminary test

This covers the general subjects (point 5.1.1). It consists of a questionnaire to be answered in writing and of an oral examination. Candidates must show in this test that they know the theory of the subjects well enough to be able to apply it. Success in this test is a condition for admission to the main test.

5.3 Written exercise

Candidates may choose a topic relating to the special subjects (point 5.1.2 of the curriculum). The selected topic must be approved by the teacher of the subject. The exercise must show that the subject has been studied thoroughly. It must be not less than 20 or more than 30 typewritten pages, spacing 1 1/2, format A4. Candidates are allowed 2 months for the composition from the date of the teacher's written approval.

5.4 Group work

Group work covers a recreational activity actually carried out and reported in writing. The group comprises 3-4 candidates, all of whom will receive the same appraisal. One month is allowed for the work.

5.5 Main test

5.5.1 The main test consists of:

- a composition on a special subject;
- a practical test of knowledge acquired and proficiency in a selected subject;
- an oral examination in another special subject.

5.5.2 A choice of 5 subjects is given for the composition. There is a time limit of 4 hours.

5.5.3 Candidates must give proof of ability to teach one of the selected subjects in the form of a certificate covering the practical subject chosen. The selected subject may also be a sport or some activity not included in the curriculum but of recreational value (for example, riding, sailing or golf) and approved by the examining board. So far as possible a candidate should choose an activity which he practised before the course or can practise intensively outside course hours.

5.6 Examination results

For each test the candidate receives a brief appraisal and one of the following markings:

unsatisfactory, satisfactory, good, very good.

After the main test the results of all the tests are summarised in a general appraisal on the basis of which a report is issued. The examination as a whole is passed if the candidate has not received more than one "unsatisfactory". In the practical training sport, artistic activities and techniques each count as one branch, as do the courses lasting several days, with the exception of the introductory course.

5.7 Repetition of tests

5.7.1 Even if he has passed the examination as a whole, a candidate may, if he so wishes, repeat a test in which he received the marking "unsatisfactory", he may do so not less than 3 and not more than 6 months later.

5.7.2 If he has received an "unsatisfactory" marking in 2 or more branches, he may take the tests again not less than 6 months and not more than a year later.

5.7.3 The examining board fixes the date on which a candidate may be re-examined.

4.33 Training of recreational workshop leaders (Zurich, Switzerland)

Courses of practical instruction organised by the School of Arts and Crafts, Zurich

Aim of courses:

They are intended for teachers and for persons professionally concerned with education, for whom, as a supplement to their basic teacher training, they provide training in artisanal creation. Apart from practical instruction in handicrafts, the courses are designed to develop artistic talents and discernment. They also deal further with problems of teaching and method.

Conditions of admission:

Applicants must be fully trained in an occupation related to education, must have had experience with youth groups, hostels for young people or recreational facilities and must have a desire to teach.

Minimum age: 20.

Curricula

Woodwork:	Creation of art objects, lathe work, making musical instruments and everyday objects (loom, toys, etc). The various qualities of wood, choice of quality according to purpose.
Textiles techniques:	Colour, form, qualities and use of textiles.

Manufacture of fabrics:	Making models and spindles, using spindles and spinning-wheels, preparing loom and shuttle, various loom techniques, bookbinding, etc.
Treatment of material:	Study of colouring, dyeing, plangi, tritik, pleating, batik printing, pattern, linotype, serigraphy.
Manufacture of everyday objects	
Practical exercises	Exercises with ordinary materials, simple forms, art of blending materials, puppets, shadow-theatre, making objects with paper, stone and other materials.
Modelling and pottery:	Ceramics, enamel, burning of pottery.
Metal work:	Experiments with various metals, filigree work; pressing, forging, welding.
Art:	From nature and imaginative; colour harmony.
Teaching methods:	Problems of practical instruction, practical exercises followed by criticism and discussion.

Organisation of work:

There is no fixed timetable. Students are expected to study various techniques of handwork and their application in different fields (music, theatre, etc). Teaching methods, gymnastics and art are compulsory.

Duration of course:

There are 2 courses, one of 2 semesters and the other of 4 semesters. Students receive a report. Persons in full-time jobs can attend courses on certain days of the week or in the evening.

4.34 Training of child theatre leaders

General principles

Employment conditions:

Each theatre should be headed by a full-time manager. He is to be aided by a part-time assistant manager. The latter takes over part of the administrative work and management tasks, work supervision etc. This is particularly called for where a theatre has overflow activities in the surrounding areas.

The other leaders should be employed at an hourly salary. Since the work in our theatres engages the leaders already in the early hours of the afternoon, this theatre activity will have to be their main employment. The staff may of course include leaders who are employed only for a couple of hours a week in addition to having a regular job elsewhere. This may particularly be the case with those leaders who take care of the older groups and whose activity occurs in the evening. Now the work in itself is of such an exacting nature, that it is quite impossible to adhere to a working week counting the same number of hours as for example in an office. Besides preparations consume a comparatively large amount of time and can be estimated to cover about 20% of the total working time.

All the factors mentioned above influence the recruitment and training as well as the employment conditions. As to the latter, leaders should be enabled as much as possible to concentrate their work on one and the same theatre, thus curtailing the loss of time and the costs involved in the trips to and from work. It is equally important that the leaders become attached to one theatre.

To be eligible as a leader, a candidate is required to have a good general education. This implies that he has a secondary school certificate, a lower grammar school examination equivalent to the theoretical comprehensive (9-year) school certificate or comparable knowledge or education. In addition the candidate is required to have a vocational (professional) training in one of the fields suitable to our purposes such as the theatre, arts or music; training as a children's librarian, teacher, art teacher or pre-school teacher; training at a youth leader institute or an institute for social studies.

To be engaged as theatre leader it is necessary that the candidate has passed the training course for child theatre leaders organised by the leisure time department. This training course comprises theoretical and practical training and instruction for the task. It will as a rule be held in the spring and after having completed the course the participant may be employed if he/she has proved suitable for the job. Full qualifications are, however, not acquired until the leader has attended 2 more so-called continuation courses spaced over the 2 subsequent years. During terms the leader is to work in our theatres or get himself a comparable practical training elsewhere. The salary will gradually increase from the basic salary, paid after the first training course has been completed, to the highest salary after completion of the continuation courses.

Basic training:

The basic training comprises a theoretical course and a practical course. The idea is from the very beginning to impart to the pupils a clear insight into the organisation, aims, prerequisites and means for expression in the children's theatre. At the same time the pupils should acquire a good general orientation in child psychology concentrating on the development between the ages of 7-16.

Practice should run parallel to the theoretical instruction in order in a short time to offer the pupils a picture of how the theatres work. This practical work should be many sided and comprehensive and offer a survey of the various kinds of work in different age groups. If a candidate follows a course while simultaneously working in his ordinary job, certain problems may arise.

The training course is in the evening as a rule, but practical training is in the afternoon when the children visit the centres. If necessary the practical training required may be concentrated to one week during which the pupil may have to take leave from his regular job. Under no circumstances whatever should the requirement for practical training be waived. A pupil who follows the practical training will be attached to a coach or instructor for the time of his training. As such the manager of the theatre where the pupil works should act in the first place. He organises the practical training and draws up a pupils' schedule. Instruction in group work should be entrusted to the group leader, who regularly handles the group and acts as a coach in this particular work. Together with the other coaches the manager and the course management shall make out an estimate of the pupil objectively judging him and discovering his knowledge, qualifications, qualities and special abilities.

It should be observed that the coaching and instruction of newly appointed leaders does not end here. As a rule those who now handle groups but have not yet acquired full qualifications are in need of help and this coaching, in particular with regard to improvisation and dramatisation, can be done by instructors with a special training, who should, however, be attached to the theatre in question.

Basic training should be arranged in the form of evening courses and preferably be completed in one term. If conditions make it necessary, part of the practical training can be performed during the second term. The courses are free of charge.

Continuation courses:

The aim of these courses is to give the leaders a more profound supplementary training in subjects that are important for the activity.

Continuation course I will therefore complete the knowledge of child and youth psychology stressing group work, a profound training in creative dramatics and dramatisation as well as direction.

Continuation course II will give an extensive orientation about the aspects of the theatre with which our leaders must be conversant.

Both continuation courses are free of charge and should be held in daytime preferably in the course of 2 weeks. Leaders' fees should if possible be paid during the course, which is therefore considered to equal hours of service.

Voluntary courses:

For those leaders who wish to complete their training in certain special subjects, the leisure time department should arrange courses that run parallel with the basic course or follow as supplementary courses. Such courses may include painting, music, and dance as well as speech training.

These courses should be held in the evening and be free of charge. On the other hand no fees should be paid.

Staff training:

A supplementary training will be required for the more permanently employed staff, managers and assistant managers. This training will concentrate on administrative and management functions. This type of staff course could suitably be arranged every third year or whenever the need may arise. In order to be admitted, a leader should be fully qualified and have passed the basic and continuation courses and have acquitted himself well as a leader for at least 3 years. A staff course should number 7-10 participants and be held in the evening. No leader fee should be paid but the course should be free of charge.

General observations:

As a general prerequisite it should be held that teachers and lecturers should be chosen among experts in the field of our activities. For the majority of subjects officers of the child welfare committee, psychologists and physicians for the psychology subjects, theatre managers for the orientation and specialised theatre subjects and other officers of the leisure time department would be suitable as teachers and lecturers.

BASIC COURSE FOR CHILDREN'S THEATRE LEADERS

Theoretical section:

Our theatre

History, goals and organisation 3 hours

Child psychology

Development psychology concentrating on the ages 7-16. Children's theatre as a factor in the child's development, adaptation and education 14 hours

Creative dramatics

History and theoretical basis, goals and methods. Practical application 20 hours

Child theatre as collectivity - the units and the entity

Various forms of group activities. Co-operation between various groups. Technical elements: stage, light and sound, manuscript reading. Sets and decor, costumes. Rehearsals and performances 25 hours.

<u>Children and books</u>	8 hours
<u>Orientation on speech training and relaxation</u>	6 hours
	76 hours

Practice section:

<u>The children's theatre as an institution</u> Premises, staff, finances. Contact with parents. Collaboration with other institutions	10 hours
<u>Work in improvisation and dramatisation group</u> Training of leaders in groups on various levels under supervision of coach	30 hours
<u>Other group activities</u> Practice in various leader tasks: play production groups, music groups, workshop groups etc	25 hours
<u>Rehearsal and performance</u> Assistance in planning and realisation	15 hours
<u>Documentary visits</u> Attendance at rehearsals and performances with subsequent discussions	14 hours
	94 hours

CONTINUATION COURSE I

Child and youth psychology	
Creative dramatics	
Direction	
Child literature, music, dance, painting (introductory and orientation elements)	60 hours

CONTINUATION COURSE II

Theatre history	
Creative dramatics	
Direction	
Costumes, decoration, other props, sound, light	
Child literature, music, dance and painting (orientation elements)	60 hours

VOLUNTARY ADVANCED COURSES

Painting (free creative painting and sculpture)	
Music	
Make-up	
Speech training etc	approx. 15 hours

These voluntary courses can run parallel to a basic course or continuation course or be arranged at other times.

STAFF COURSE - 30 hours

Staff course

is arranged every third year:

for leaders who have passed the basic course, continuation course I, continuation course II and have 3 years of practical experience.

Our work in a wider setting.

Our demands of a manager.

Organisation of our theatre in the municipal setting.

PR-questions.

Orientation on other leisure-time activities, resources and methods.

The manager as work supervisor.

Financial administration of the theatre - salary lists, expenditure, budgeting, membership fees of the theatres - forms and theatre office functions.

Leader contact, recruitment and training, work milieu.

Ideas and suggestions.

Theatre, youth centre, societies and clubs, popular education - collaboration.

More about methods.

The effect of milieu on the activities.

4.35 Training course for leaders of sport and open-air activities,
Skolöverstyrelsen, Stockholm, Sweden

Duration of course: 39 weeks (2 months' probation)

Conditions of admission:

- a. minimum age 21
- b. normal schooling completed or sufficient knowledge to follow the course
- c. experience of leading youth groups

Curriculum:

Subject	Number of hours per week	Number of lessons
A. <u>Practical instruction</u>		
1. Sports and open-air activities	10	
2. Techniques	2	
B. <u>Theoretical instruction</u>		
1. Swedish language	2	
2. History	2	
3. Psychology, including social psychology	4	40
4. Sociology	2	20
5. Social organisation	3	
6. Social legislation	1	20
7. Health and hygiene	1	
8. Cultural training	3	40
9. Educational principles and methods of work with young people	6	40
10. Applied mathematics	1	
11. Accountancy	1	
C. <u>Gymnastics, sports and open-air activities</u>	2	
	40	160

A. Practical instruction

1. Sports and open-air activities

Practical exercises (under direction) in organisations or institutions concerned with sport or open-air activities. Instruction in the techniques of various sports and other open-air activities, with special reference to youth and recreation groups.

2. Techniques

Use of equipment and installations that may be available in sports organisations or for teaching.

B. Theoretical instruction

1. Swedish language

Spoken language: reading, reports, participation in discussions.
Written language: planning and arranging, drafting reports of proceedings, compositions, letters, minutes, reports to authorities and organisations.
Learning to conduct debates; literature; newspapers and reviews.

2. History

Review of the history of the past 150 years. History of Sweden and the world.
Detailed study of developments since the first world war.
International aspects of the current situation.

3. Psychology, including social psychology

General psychology; methods and possibilities. Child development. Visits to day nurseries and kindergartens. Psychology of puberty; disturbances in the development of the personality; anti-social behaviour in children, adolescents and adults. Introduction to child psychiatry. Discussions on problems of educational psychology: authority, co-operation, methods of guiding and training assistants; educational difficulties. Short introduction to social psychology. Questions relating to the training of leaders, propaganda and publicity. The instruction covers the leader's relations with the school psychologist and child psychiatry services.

4. Sociology

Elements of sociology and research methods. Problems of working with youth groups: formation of groups in the family, at school, at work and in recreation.

5. Social organisation

Foundations of social structures; function and social and political importance of social organisations. Duties of national and local government. Relations of population movements, forms of social organisation and other factors with social and economic life and its development. Outline of religious, political and philosophical ideas in relation to modern society.
Vocational training in modern society.

6. Social legislation

Outline of Swedish social policy; its aims, development and growth. Main aspects of social policy: protection of young people, family policy, action against alcoholism, labour legislation, social insurance and benefits.
Functions, organisation and tasks of different organs.

7. Health and hygiene

Relations between way of living and physical and mental health. Personal hygiene; clothing and fashion; sexual hygiene; consumption of alcohol and tobacco and use of drugs. Living with others and problems of adaptation. Workers' health; first aid, artificial respiration.

8. Cultural training

Elements of literature, music, plastic arts, drama, cinema, dancing and crafts, with a view to arousing interest in the arts. Outline of the history of art (styles). Mass media. Discussions on problems of modern culture.

9. Educational principles and methods of work with young people

Discussions and information on educational principles applicable in the various activities of youth groups. Social aspects. Educational and preventive aspects of young people's recreational activities.

Co-operation with the school and youth organisation.

Activities of groups and activities for all.

The various forms of activity and their educational value, by age group. Youth associations: their aims, organisation and methods of work.

Recreation centres and premises for young people; facilities and equipment.

Relaxing and stimulating activities for young people indoors and outdoors; practical exercises. Organisation and practice. Practical exercises in the organisation of conduct of sports competitions and events. Teaching the rules of sports. Organising meetings, etc. Drawing up programmes. Recruiting voluntary helpers. Teaching aids. Techniques of discussion and lecturing. The various forms of co-operation. Discussion and communication. Public relations and information; recruitment of participants and members. Technical materials. Printed matter, typography, printing, group work.

10. Applied mathematics

Elementary statistics: methods and use. Practical exercises in the preparation and interpretation of statistics, tables, graphs and curves.

11. Accountancy

Elements of accountancy and management. Book-keeping for a society or group.

C. Gymnastics, sports and open-air activities

Gymnastics as the basis of physical education. Elementary work techniques.

Preparation and training for sports; swimming, games, unorganised sporting activities, direction-finding, cross-country running, ski-ing, skating.

Nature protection.

Open-air activities of several days' duration.

4.36 Training of staff for "Francs et Franches Camarades" (FFC)

Open-air centres (France)

The training of staff has to meet 2 needs:

1. to train assistants for open-air centres in accordance with official requirements,
2. to spread this training over a period of time, a system that has proved its worth.

Consideration must be given, therefore, to 2 aspects of the training of FFC staff:

- a. training for guilds ("patronages") and permanent open-air centres;
- b. training for open-air holiday centres.

Training of staff for guilds and permanent open-air centres

This training comprises a preliminary "information" period of local and département sessions and periods of practical work in 2 stages: the first regional and the second national (this may be decentralised on an inter-regional basis).

Training of staff for open-air holiday centres

This training is for directors and assistants from other organisations or from bodies which cannot be affiliated to the FFC (local authorities, firms, etc).

STAGE OF TRAINING	DURATION	COURSES RESERVED FOR MEMBERS OF THE FFC	COURSES OPEN TO NON-MEMBER CANDIDATES	MINIMUM AGE
Information at <u>département</u> level	1-3 days	Evenings Weekends		16
Regional	5 days	Regional course: 1st year		17 in the course of the year
	5 days	Regional course: 2nd year Training of assistants to work with children: Either Option A: aged over 8 or Option B: aged under 8		18 in the course of the year
Training	1 week		Training course for assistants at open-air centres	18 in the course of the year
	3-5 days	Regional or inter-regional courses of additional training - guides for pre-adolescents - club leaders - advanced technical training		Guides in service 18
National training	1 week	National courses in leadership <u>General course</u> - for leaders of activities <u>Specialised courses</u> - for leaders of open-air activities - for leaders of manual activities - for leaders of musical activities		18 19

	1 week	<u>Course in leadership in particular settings</u> - leadership of senior fellowships and clubs - leadership of rural fellowships - leadership of teenage centres		over 19
	1 week 5 days 15 days x 2		Initial course for directors of open-air centres Advanced course for directors of open-air centres Course for permanent educators in children's homes	Majority Majority Majority
	1 week	<u>Directors' course</u> - training of instructors - training of course directors - administrative training		20 23
International relations	1 week plus practical experience		International course	Majority

First (short) stage of regional training

This stage is attended by nearly all our guides, and marks the end of training for many of them. Its purpose is to provide our assistants with sufficient training in 2 courses over a maximum of 2 years.

The regional courses are the very foundation of our training. They provide the essential introduction to the knowledge we wish our assistants to acquire and to the spirit of comradeship without which our work would very quickly come to naught. They are organised under the responsibility of the Regional Delegation. A common formula is necessary, though it need not be absolutely rigid. On this depends progress in the activities of all FFC groups, even recruitment for the second-stage courses and a firm foundation for the work.

First-stage courses

The first stage includes the first-year course, a year's practical work in a guild or open-air centre and a second-year course.

First-year course

The first-year regional course is the foundation of the training of our staff. It may be described as an event in the lives of many of our young people. At all events it is their first contact with new problems in an environment that they can comprehend. It is adapted to the young guides' potentialities and must secure their interest, which is a matter of mental effort, atmosphere and activity.

It must enable them to avoid serious mistakes due to inexperience or misdirected energy. The lessons are, therefore, very general, concise and to the point and do not last more than three quarters of an hour; new ideas are presented sparingly, with frequent repetition. There are no lessons on technical matters.

PATTERN OF FIRST-YEAR COURSE

	1st day	2nd day	3rd day	4th day	5th day	6th day
	Arrival	SINGING GAMES				Clearing up
8.15 am	Welcome Settling in	Guild activities	LESSONS Responsibility Safety Prevention	The leader's behaviour with children	The leader and the FFC movement	Conclusion of course
9.15 am						
10 am	SINGING					Departure
10.30 am						
10.45 am	OUTDOOR LEARNING GAMES					
	Explanation of programme	LEADER'S NOTEBOOK				
12.45 pm						
2 pm						
	Getting together activities	Activities: Handwork	Programme of activities (with nature bias)	Outdoor handwork	Programme of activities (with cross-country bias)	
5 pm						
5.30 pm	SINGING					
6 pm	SINGING GAMES OR SPORTS					
6.30 pm	COMMENTS ON THE ACTIVITY					
7 pm	LEADER'S NOTEBOOK					
7.30 pm	Leadership games	Games	EVENING: INDOOR ACTIVITIES			Games of self-expression
8.30 pm			Story-telling, music			
9.30 pm			Leadership of games			

Second-year course

This is concerned mainly with activities.

There are 2 aspects to be considered:

- adaptation of the activity to the age group;
- adaptation of the activity to place and time for guides in charge of children aged 5-8, 8-13 and 13-16 (hence 3 categories of second-year course).

During the first-year course, the guide learnt a number of techniques, solutions and procedures. The second-year course is designed to enable him to make better use of these techniques and to centre his work and also to give him a perspective. Thanks to his year's experience he will be better able, during the second year, to grasp the significance of what he has learned and to understand his difficulties. In a word, the second-year course sheds new light on the guide's activities. It may be said, therefore, that the second-year period is focused on teaching. This is one of the big differences from the first-year course and it will give rise to a special method of work. Team work in the second year is not merely a convenience: it enables the trainee to compare his experience with that of others. There is a whole range of experiments that trainees, working as a team, can make during the second year. This will lead the trainee to take initiative. New rules are therefore necessary for the second year. Trainees from different backgrounds will have to mix in order to make these comparisons more fruitful. Thanks to this mixing the second year is the real FFC course in a way which the first-year course often is not. Moreover, the importance of the team work to the second-year trainees calls for a particular attitude on the part of the instructors. They have to set an example, and this leads up to the third point to be considered - that the role of the instructor is decisive for the success of such a course.

In the first place, there must be more careful preparation than for the first-year course and special care must be taken of the material aspect.

The course must proceed methodically. The trainee must feel that everything has been thought out. The instructors must be present and the trainees must feel the beneficial effects of their presence. This is the best way of showing the trainees the importance of their own presence when they organise children's activities. Small working parties of trainees are allocated among the instructors and guided by them.

It is necessary to lay special stress on this aspect of the value of the team of instructors in the second-year course.

The educational aim of the second-year course is mainly to help leaders to make better use of their technical knowledge, with special reference to the following points:

- the needs and possibilities of children at different ages;
- children and their environment;
- the leader's attitude.

Furthermore, particular stress has to be laid on questions of responsibility and safety.

All this will lead up to a definition of what the child does and what must be done in the guilds. All the techniques separately taught in the first-year course are brought together in the second year, hence the importance at that stage of the provision made for such collective activities, enterprises and special days of the guild.

After recapitulating the activities of the first year, which mainly provide ready-made solutions, the second-year course increases the guide's armoury, indicates a clearer educational approach to activities, suggests how these can be adapted to different ages, makes it possible for guides to compare notes, broadens their sources of information while enabling them to make full use of those sources and teaches them how to keep themselves informed outside the training periods.

Curriculum of the second-year course

- Lectures		5 hours
- Activities:		
- Games	10 hours	
- Musical activities	8 1/2 hours	
- Handwork and experimental activities	9 hours	
- Special days	7 hours	34 1/2 hours
- Note-taking - documentary information		4 hours
- Culture		1 1/2 hours
- Adaptation to regional possibilities and needs		3 hours
Actual working time		48 hours
- Settling in - clearing up		2 hours
Total time spent		50 hours

Second stage

Having completed the first stage, the FFC guide who intends to continue his training has to improve his technical knowledge yet without losing sight of the all-embracing nature of "activity". A child's activity is an undivided whole, so it is essential that a guide in charge of a group of children should be primarily a leader of activities, not a technician. This stage therefore opens with a basic course in activities leadership. Only after that course can a guide safely improve his technical knowledge, in courses biased towards musical, manual and open-air activities.

Following these courses, proposals are made by the course leaders to the Regional Delegates with regard to possible candidates for the instructors' training course.

National course for leaders of musical activities

This course is confined to guides who have successfully passed through all stages of staff training, including the activity leaders' course.

To be invited to take the course for leaders of musical activities, an activity leader must have had a minimum of musical training, with at least a rudimentary knowledge of the notes of the scale. If musical activities are to make any headway

it is essential that those interested in them should be able to improve their musical knowledge after the course and extend their repertory of songs and singing games.

The course has 3 main parts:

- acquisition of a repertory:

songs - singing games - dances

- teaching procedures:

the place of musical activities in the child's overall activity;

importance of percussion;

importance of games involving movement;

use of records.

- improvement of techniques:

technique of song leader;

technique of dance leader;

choral singing.

Guides who have successfully completed this course should be able to take the responsibility for organising the musical activities in their guilds or open-air centres.

It may be noted that all the practical activities in this course are such as will serve in preparing the guild's or centre's fête.

NATIONAL COURSE FOR LEADERS OF MUSICAL ACTIVITIES

Time	1st day	2nd day	3rd day	4th day	5th day	6th day	7th day
8.45 - 9.15 am	SINGING GAMES (2 groups)						
9.15 - 10 am	LEARNING COMMUNITY SONGS						
10 - 10.45 am	PERCUSSION (2 groups)						
10.45 - 11.30 am	Presentation of musical activities	Technique of song leading	Singing games and dances	Leadership of musical activities			
11.30 am - 12 pm					CHORAL SINGING		
1.45 - 2.30 pm	Explanation of the course	MOVEMENT (2 groups), partly replaced by dancing during the course					
2.30 - 4 pm	Movement, dancing (2 groups)	Possible uses of musical activities (puppet shows, shadow-theatre, drama, etc) (3 groups)					
	Tea						
4 - 4.30 pm	Movement, dancing (2 groups)	NOTATION (tea)					
4.30 - 5 pm	Community singing, directing board						
5 - 6 pm	CHORAL SINGING						
6 - 6.45 pm	Dancing (in groups)						
Evening	Leadership	Music and film projection	Music appreciation (with records)	Stories on records	Assembling	Groups	Presentation of team accomplishments

Course for leaders of manual activities

This up-to-date course for leaders of manual activities is reserved, primarily, for regional instructors who have already undergone training as leaders, as every instructor of young guides should be capable of running a manual activities workshop. Being a new arrival among the courses for activity leaders, it has not yet taken final shape. It is an experimental course for comparing notes and adapting simple techniques for play activity in the guilds and open-air centres.

The programme has been drawn up with a view to:

- meeting guides' needs as closely as possible having regard to working conditions in the guilds;
- helping instructors with little knowledge of manual activities to make the most of their first-year course workshops.

It covers:

- simple techniques that can be readily used in the first-year course and which young guides can easily pass on to children;
- techniques that can be developed, the teaching being based however on their most elementary forms;
- techniques for organising fêtes and entertainments in guilds or open-air centres;
- the arrangement and decoration of guild or training premises.

The course is too short for the trainees to practise in all the workshops. A choice has to be made. However, plentiful documentary information is available to all. The course cannot meet all the movement's present requirements. It will be necessary, then, in future - and it is hoped that it will be soon:

- to provide an additional course specially concerned with outdoor activities proper to open-air centres;
- to make more such courses available regionally, so that guides can receive more direct training in manual activities.

This presupposes the establishment in each region of an active committee for manual activities working in close touch with the national committee. Such committees will provide the skills for future courses.

	1st day	2nd day	3rd day	4th day	5th day	6th day	7th day
8.30-8.45 am	SINGING						
	Features:	Materials	Tools	Running the workshop	How to run manual work in a guild	The manual activities instructor	Departure
	Settling in Opening	First-year course workshops (continued)	I. - Earth II. - Cane III. - Paper IV. - Water toys V. - Air toys	WORKSHOPS (in succession)			
						Choice of course	
12 - 2 pm	SINGING						
2.30 pm	SINGING						
	First-year course workshops (2 options for 3 hours)	I. Puppet shows II. Shadow-theatre III. Planning of premises IV. Decoration of premises	Excursion to Biot		Continued	Presentation of work; exhibition	
			Tea 15 minutes 4.30 pm				
5.30 - 6.30 pm	SINGING GAMES AND DANCES						
Lessons	Place of handwork in FFC and its adaptation for the purpose	Personal work			Documentary information Reading lists	Conclusion Clearing up	
Evening	Leadership	Problems of decoration, lecture with slides	Personal work		Outdoor workshops	Presentation of puppet shows, shadow theatre, dances	

Course for leaders of open-air activities

The aim of this course is to train leaders to create a play atmosphere in the guilds and open-air centres.

It provides the participants with documentary information on games (open-air games, "indoor" games, singing games, musical games, games of self-expression, etc).

It also presents the educational principles of play:

- preparation, organisation and running of predominantly play sessions;
- adaptation of the various types of play in accordance with:
 - the sex, age and proficiency of the children;
 - the place, season and temperature;
- establishment of a graduated annual programme.

Special attention is given to the functions of fun leaders.

Emphasis is also laid on story-telling, which often provides the thread for an afternoon based on play.

Musical activities, too, are included in the course: a repertoire of community songs and singing games is acquired and percussion instruments are practised by way of an introduction to how to lead the singing.

This course is intended for guides who have completed the first series of courses (1st and 2nd years).

	1st day	2nd day	3rd day	4th day	5th day	6th day	7th day	8th day
8.45 am								
9.15 am								Singing games, movement
10.45 am								Conventional games, an exercise, or point-to-point
11.15 am								
		How to use a game	Possible variations	Outing for little ones (trainees)	Outing into countryside (trainees)	Report Committee B singing		
12 pm	Settling in Opening	Lesson 3	Committee B1	Lesson 5	Lesson 6	Lesson 7	Dancing	Lesson 9
2 pm								
2.30 pm	Lesson 1	Singing		Report Committee A	Outing to seaside	Outdoor games suitable for small and intermediate children	Exercise	Lesson 10
3 pm	Singing Exploration or point-to-point	Possible variations	Outing suitable for boys aged 10-12	Outing for girls (trainees)				
4.30 pm								
5 pm								
6 pm	Lesson 2	Committee A	Lesson 4	Committee C		Report Committee C	Lesson 8	
6.30 pm	Administration							
7 pm	Percussion	Percussion	Committee B2	Percussion	Dancing	Indoor self-expression exercise	Preparation for evening entertainment	
8.30 pm								
10 pm	Evening on leadership	Games of self-expression, story-telling	Evening organised by trainees		Evening to share experience or knowledge of life	Continued	Entertainment	

4.37 Training of staff for holiday camps and family holiday centres

Example: "Centres d'entraînement aux méthodes d'éducation active" (CEMEA), France
Courses for holiday camp assistants

The courses are open to all persons aged 18 or over on 1 July of the current year. The Youth and Sports Department allows no exception to this rule.

The programme is based on the need to provide children and young people with the healthy and enjoyable holidays they need and like with a view to harmonious character development.

A large part of the programme is devoted to understanding of children, the organisation of community living and the role of assistants. Emphasis is placed on group work and discussion.

The activities include walks, games, open-air pursuits, manual work, singing, dancing and theatricals. Both the theory and practice of these activities are covered, with allowance for the different ages of the children or young people for whom they are intended.

Most of the courses are concerned with holidays for children aged 6-14.

Other courses deal more particularly with holidays for children under 8. These are open to persons already employed and those especially attracted to children of that age.

In some education areas courses are organised for holiday assistants for handicapped children.

The programmes for all these courses are governed by law.

The courses qualify for the state diploma of holiday camp assistant.

Diploma of assistant

The CEMEA are approved for the purpose of preparation for this diploma. The assistants' course is the first part of the training, the second part being practical work in a holiday camp under the supervision of the inspectors of youth and sports. The course and the practical work must be completed in that order in one and the same year.

Training for holiday camp directors

This training is organised in accordance with the regulations of the diploma of camp director and is in 2 parts: a preparatory course and a director's course. The conditions of admission to the preparatory course are:

- possession of the state diploma of holiday camp assistant;
- a minimum age of 23 on 1 July of the year of the course;
- experience on the staff of 2 camps;
- possession of a medical and X-ray certificate of health.

The conditions of admission to the director's course are:

- completion of the preparatory course;
- a minimum age of 25 on 1 July of the year of the course;
- experience following the preparatory course as director's assistant in a holiday camp or as leader-in-charge of an organised holiday group of teenagers.

In the programme of the courses special emphasis is laid on educational problems and on the educational role of the director in his relations with the children and young people and the camp assistants and domestic staff. It also includes study of the educational organisation and the conduct of activities, the practical organisation of camps and their preparation, working and administration.

Director's diploma

On termination of the director's course, candidates for the director's diploma must spend a probationary period of at least 3 weeks as director or director's assistant of a holiday camp supervised by the inspectors of youth and sports and must pass a written test.

The director's course, the probationary period and the written test must be taken in that order and in one and the same year. Successful candidates receive authority to serve as holiday camp director for 5 years following award of the diploma.

Refresher course for renewal of authority to serve as holiday camp director

At the end of the 5 years, authority to serve as director is subject to renewal by the ministry on recommendation by a committee. In support of his application the candidate must furnish evidence:

- a. that he has served as a director for at least 2 years in the course of the last 5 years,
- b. that he has attended a special 3-day residential refresher course run by a body approved for staff training.

A candidate who cannot furnish this evidence will not have his authority renewed until after he has completed a further diploma training course. The authority is renewable every 5 years.

Courses for staff and leaders of family holiday centres

Family holiday centres are open to parents with their children. Their organisation raises difficult problems, for their guests cover the whole range from babyhood to old age. Everyone must find in the centre living conditions and activities adapted to his needs and interests. All must be able to find relaxation as well as agreeable and rewarding holiday activities.

The courses for assistants are intended especially for holders of the diploma of holiday camp assistant or the certificate of fitness.

Assistants must be familiar with the needs and interests of children and young people and the educational attitude best suited to each age and must be able to explain to the parents the reasons for the activities and educational approaches.

The programme makes provision for learning to conduct one or more of a choice of activities for adults.

The courses for leaders deal with the problems of organisation and management of family holiday centres.

Courses for housekeepers of holiday centres

These courses are intended for housekeepers of holiday centres and all persons concerned to adapt the material conditions of community living to the needs of children's and teenagers' education and of families on group holidays.

The training covers questions of wholesome, balanced and well-prepared food, methodical upkeep of the premises, fair distribution of duties among the domestic staff and sound management of money and equipment. It includes practical activities based on the working of holiday centres.

Seminar weeks for organisers of holiday centres

Close study of the working of a holiday centre for groups of children, teenagers or adults has brought to light the crucial importance of the work of the organisers

who have to take the important decisions relating to the purchase, conversion and fitting-up of premises, the financing of the work and the finding of participants and staff. These decisions will affect the quality of the work done by the directing team and assistants and the educational value of the centres.

The CEMEA have therefore provided seminar weeks for organisers. These seminars supplement the systematic information work carried on by "Jeunesse au Plein Air", the CEMEA and the holidays department of the "Ligue de l'Enseignement" by means of lectures, meetings and their various publications.

The programme of each seminar is based on study of a particular aspect of group holidays or of one form of such holidays (group holidays for teenagers, winter sports classes and holidays, etc).

4.38 Training of part-time leaders (Italy)

1. Information on the training of recreation leaders

The Institute for Leisure-time Education in Brescia often runs courses for recreation leaders with special reference to the education of children. Both the theoretical and practical aspects of problems of recreation are treated in these courses.

A group of institute specialists gives instruction in the theory of leisure-time activities under modern conditions. Other specialists then give practical examples of what has been taught, the trainees being given the opportunity to take an active part in the work.

Normally no hard and fast distinction is drawn between leaders and assistants. Whoever is in charge of any such activity must be familiar with all its aspects, all the more so because, in Italy, both functions are often carried out by a single person.

In the practical part of the course, trainees have the opportunity to try out the techniques best suited to leisure-time activities; they thus acquire some experience that will serve them in good stead in their duties. Special courses are also held for the institute's teachers. The aim is to make as little distinction as possible between teachers and trainees, so as to make for teamwork between those who have received special training and those who have attended only one course.

In both courses a spirit of cordiality and mutual trust prevails.

Leaders trained in these courses serve after school hours in term time and also in holiday camps and recreation centres. In this way valuable experience has been gained in primary and secondary schools. The aim of the leaders is to teach each individual how to use his leisure time wisely.

2. Studies on leisure-time problems

"La Scuola", Brescia, have published several books on this subject. The institute's teachers have contributed to some of them.

4.4 Remuneration of leaders

4.41 Salaries of playground staff, Stockholm, Sweden (1969)

Women playground leaders

minimum age: 20

salary scale class 11

number of hours per week:
42 1/2

employed full-time: S.Kr. 1,896 a month;
with 2-year training, class 13: S.Kr. 2,086 a month

Assistants

minimum age: 18

employed full-time, class 9 S.Kr. 1,708 a month;

employed part-time, class 1 S.Kr. 7.76 an hour

number of hours per week:

10 - 40 1/2

Trainees

minimum age: 16

number of hours per fortnight:

76 1/2

S. Kr. 225 a month

allowance for working clothes

for all 3 categories

S.Kr. 15 a month

Sports assistants

hours of work:

Monday - Friday:

5.30 - 8 pm

S. Kr. 9.65 an hour

4.42 Salaries of recreation leaders (compared with those of civil servants), Zurich, Switzerland

Grading according
to Zurich city
scale

Leaders

Civil servants

8/9

Assistants without special training
or practical experience, employed
in playgrounds, workshops, etc

Chancery clerks, commercial
clerks and unestablished
government clerks

10/11

Qualified assistants and assistants
with practical experience (practical
training, teacher's course, sports
assistant's course, etc) employed
in a recreation centre

Established government
clerks, welfare officers,
kindergarten teachers

11/12

Leaders in charge of small
recreation centres

Welfare officers, chancery
secretaries, book-keepers

13/14

Leaders in charge of medium-sized
recreation centres (employing a
few assistants)

Chancery secretaries,
book-keepers

15/16

Leaders in charge of large
recreation centres (employing a
staff of assistants)

Office heads, accountants,
established commercial
clerks

20/21

Leaders in charge of several
leisure-time centres (for a town
or region)

Principals, technical
advisers, head of juveniles
department

4.43 Play leaders' terms of service (United Kingdom)

1. The term "play leader" is used in the United Kingdom to apply to a range of activities almost as wide as those embraced by the term "civil servant". There are play leaders who shoulder considerable administrative and organising responsibilities all the year round - others merely run games for 2-hour sessions for a few weeks in August. Some interpret their duties widely (either of their own volition or on the instructions of the employing authority), seeing their place in the community and

their responsibilities to the different elements in it, and finding themselves obliged to understand something of the policy, principles and practice of local government, of youth service, of probation service, of education service and of law, in addition to the knowledge of the local community and of child psychology, which is basic to the performance of the duties. Others find a teacher's training adequate: yet others find a loud voice, a whistle and a rule book all that they need. It is not therefore a matter of surprise to find that when the picture is surveyed nationally, the terms of service vary widely.

2. It is not part of the function of this review - nor indeed of the association at present - to say that for duties which may be described by such and such a term, the right and fair reward can be precisely rated. If a national training scheme for play leaders were in existence and its products in employment, a different situation would prevail. But this is for the future. In the meantime, it is for each employing authority, having analysed carefully and described clearly the duties which it wishes the officer in charge of the play leadership scheme to undertake, firstly to see the implications of those duties in terms of qualifications and experience, and secondly to relate them to the current financial rewards which those qualifications command in the labour market.

3. Generally speaking, in the largest authorities, where an officer is responsible for the administration of a number of sites which may be widely separated geographically, and for the control of a number of play leaders on these sites, the grades APT II, III and even C, with or without a car allowance, are regarded as appropriate. There is growing up a disposition to regard such officers, in a local authority as superior in status to the conventional "play leader", to term his or her duties those of "play leadership organiser", and to pay at rates appreciably above those enjoyed by a play leader. But in the whole country there are not more than about half a dozen such posts. One very large local authority differentiates in favour of those who - at this, as well as at other levels - have acquired youth leadership qualifications, although such qualifications do not absolutely accurately represent the presence of play leaders' qualities.

4. In the case of smaller authorities where the play leader, although employed on an all-the-year-round basis, is responsible only for one or 2 sites, the most general practice seems to be to grade the posts as Misc. VI (£860 - £960) or VII (£930 - £1,050). Whether this grading (appropriate to manual workers) does full justice to the best of play leaders operating on the most imaginative and lively scale, is a moot point, and will not be argued here. But it has implications which suggest a limited horizon either on the part of the employer, the employee or both.

5. The next pattern of payment which arises most frequently in the case of seasonal employment (eg school holidays) but is not unknown even in the case of all year schemes, is the weekly wage. Rates paid vary from £10 a week (the lowest recorded and in one case only) to £30 a week (the highest and equally in one case only). The most usual rates are from £12.50 to £20. For this, the scheduled hours of attendance vary from 20 hours to 66 (not necessarily related to the lowest and highest weekly salaries). For the most part the hours of attendance are grouped in "sessions" at least from: 10-12 and from 2-4 for each of the 5 days Mondays to Fridays. In some cases the salaries are expressed in terms of an hourly rate. In this case the bracket ranges from £0.62 1/2 to £1.

6. Assistant play leaders' salaries are subject to much the same variations, except that very few attain a regular grade. When they do this is usually Misc. VI, although there is a case of APT I/II with car allowance. At the other end of the scale there is recorded a garden labourer (female). For the most part assistant play leaders are recruited and paid on an hourly basis. This varies from as low as £0.20 to £0.75 an hour.

7. Other assistants tend to be casual, often volunteers, and when paid receive £0.25 to £0.30 an hour.

8. The pattern of leave for full-time all-the-year-round play leaders amounts normally to 3 weeks per annum, although leading authorities grant 6. On the other hand, 18 and even 15 days is known (15 days could however on a 5-day working week basis constitute 3 weeks).

4.431 The comparative status of school teachers and leisure activity organisers
(Inner London Education Authority)

The rates of pay of full-time youth leaders which were agreed, for the period 1 July 1967 to 31 March 1969, in negotiation with Joint Negotiating Committee of Youth Leaders are as follows:

- i. Qualified youth leaders
£895 x £50 (9) x £55 (1) - £1,400 per annum
- ii. Unqualified youth leaders
£690 x £30 (1) x £35 (5) - £895 per annum

To these figures should be added £85 per annum London allowance. Posts of special responsibility carry a minimum addition of £115 and a maximum of £475. The latter would apply only to a large club where the leader's responsibility was considerably in excess of normal. An addition of £100 can be awarded for longer training and/or higher qualifications. New rates are under discussion.

Rates of pay for part-time leaders are more flexible but £2.95 and £2.12 1/2 per session for qualified and unqualified leaders respectively have been recommended by the authority.

The qualified status of youth leaders must be approved by the Department of Education and Science. Acceptable qualifications include the diploma in youth work issued by the National College for Training of Youth Leaders. Diplomas relevant to youth work issued by the University of Birmingham Institute of Education, University College of Swansea, and Moray House and Jordan Hill Colleges of Education and certificates of training issued by the National Association of Boys' Clubs and the National Council of Young Men's Christian Association are recognised. Certain specified diplomas in social studies are also acceptable. Some youth leaders enter the service from the teaching profession and teachers whose qualifications are recognised by the Secretary of State for Education and Science are regarded as qualified for youth work. As with teachers a successful period of one year's probation is required before qualified status is granted to a youth leader by the Department of Education and Science.

Tutor wardens, whose duties are described in the notes on youth centres and who divide their time 25% in the secondary school and 75% in the centre, are paid as lecturers, grade I (£1,035 - £1,735 per annum plus London allowance of £85 per annum) plus a responsibility allowance of £175 per annum. In addition they are entitled to the allowances for graduate qualifications in accordance with the Burnham award.

A youth centre which is not a youth wing of a secondary school is the responsibility of a part-time warden who is paid at the rate of £4.67 1/2 for a 3-hour session. Although the centre may be open for 5 evenings a week the warden may not necessarily be in attendance on each occasion.

These payments compare with the current basic rate for qualified primary and secondary school teachers of £800 - £1,500 per annum plus London allowance of £85.

It may be worthy of note that the courses for prospective primary and secondary school teachers at colleges of education are of 3 year duration but those courses organised by the National College for the Training of Youth Leaders and the National Council of Young Men's Christian Associations for youth leaders are for one year only.

PUBLICATIONS OF THE COUNCIL FOR CULTURAL CO-OPERATION

In the same section - Out-of-School Education and Youth

EDUCATION IN EUROPE

Leisure time facilities for young people from 13 to 25 years of age (1965)
Training the teacher - 2nd revised and supplemented edition (1966)
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The literature of science popularisation (J. Pradal - 1969)
Today and tomorrow in European adult education (J.A. Simpson - 1972)

COMPANION VOLUMES

The use of television in adult education - European achievements (M.G. Puglisi - 1967)
The responsibilities of women in social life (A. Zucconi - 1968)
Directory of Youth Associations (J. Jousselein - 1968)
The organisation of youth in Europe (J. Jousselein - 1968)
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Public supervision of correspondence courses - the harmonisation of legislation.
(I.J. Sloos - 1969)
Educational leave, a key factor of permanent education and social advancement
(Mlle R. Crummenert, M. G. Dermins - 1969)
The place of education by correspondence in permanent education (E.G. Wedell - 1970)
Sport for All - five countries report (1970)
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